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ABSTRACT

This practicum investigated whether using whole language, cooperative learning, CAL, and an authentic audience to create a magazine would help second and third grade students to learn punctuation skills. The practicum was implemented at a private, south Florida summer computer camp to two different target groups of eight elementary students. Both groups were in the morning sessions of the camp. The students ranged in ages from 6 to 8 years old, and all students had at least some exposure to computers prior to attending the summer computer program. Targeted students each wrote an article for the magazine. Three objectives were developed: (1) that all members of the target group would improve their punctuation of sentences, specifically periods, capital letters, commas, and question marks; (2) that all members of the target group would write an article for a magazine that was completely free of capitalization and punctuation errors; and (3) that members of the target group would produce a camp magazine containing articles and graphics. Most of the targeted students met these objectives. Results of the practicum indicated that integrating computers into classroom magazine writing provided the correct environment for learning punctuation skills. (Contains 6 tables, 56 references, and 8 appendixes of research material, including surveys, software evaluations, lesson plans, and the magazine students produced.) (Author/TB)

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USING COMPUTER ASSISTED INSTRUCTION TO TEACH GRAMMAR
THROUGH MAGAZINE WRITING TO STUDENTS
IN GRADES TWO AND THREE

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A Practicum Report submitted to the Faculty of the
Fischler Center for the Advancement of Education
of Nova Southeastern University in partial
fulfillment of the requirements for
the degree of Master of Science

The abstract of this report may be placed in a
National Database System for reference.

July 1995

Abstract

Using Computer Assisted Instruction to Teach Grammar Through Magazine Writing to Students in Grades Two and Three

Yon, Nancy K., 1995: Practicum Report, Nova Southeastern University, The Center for the Advancement of Education.

Descriptors: Computer uses in education, Punctuation, Writing Skills, Computer Assisted Instruction, Elementary School Children, Writing Process, Magazine, Composition, PageMaker, Reading Skills, Whole Language, Cooperative Learning, CAI, Authentic Audience Writing.

The purpose of this practicum was to determine if using whole language, cooperative learning, CAI, and an authentic audience to create a magazine would help second and third grade students to learn punctuation skills. The author implemented the practicum at a private, South Florida summer computer camp to two different target groups of eight elementary students. Both groups were in the morning sessions of the camp. The students ranged in ages from 6 to 8 years old, and all students had at least some exposure to computers prior to attending the summer computer program. Targeted students each wrote an article for the magazine. The author developed three objectives. Objective one stated that all members of the target group would improve their punctuation of sentences, specifically periods, capital letters, commas, and question marks. During the first session, five out of eight targeted students did meet the stated objective, and all the students in the target group during session two met the objective. Objective two stated that all members of the target group would write an article for a magazine that was completely free of capitalization and punctuation errors. The targeted students in both sessions met this objective. Objective three stated that members of the target group would produce a camp magazine that met the following criteria: each article was accompanied by a graphic, the graphic was resized, each article was at least two lines of text, and each article was written with two or more fonts. The targeted students in both sessions met this objective. The author concluded that integrating computers into classroom magazine writing provided the correct environment for learning punctuation skills. The author deemed the practicum activities very beneficial. Appendices include camp schedules, student surveys, the individual instructional activities, software evaluations, daily log, and Nova Magazine Volumes I and II.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Nancy K Yon
student's signature

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Practicum Title Using Computer Assisted Instruction to Teach Grammar
Through Magazine Writing to Students in Grades Two and Three

Student's Name Nancy K. Yon Completion date 6/19 - 7/28

Project Site Nova Lower School

Mentor's Name Penny SAYERS Penny Sayers
print signature

Mentor's position at the site Computer Spec Phone # 475-7672

Comment on impact of the project (handwritten):

Nancy's gentle nature helped guide the
campers through what was to them, a new
& exciting project. She worked with my young
campers for six weeks.

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CHAPTER I

Purpose

Background:

The author completed the practicum project in a computer core of an academic program conducted as a summer day camp. The day camp's site was a private elementary school and was located 20 miles from a large, metropolitan city. The elementary school was associated with an independent university of approximately 11,000 students. The university offered both undergraduate and graduate programs. The summer camp is one of a very few accredited by the American Camping Association in South Florida. The school was accredited by: the Southern Association of Colleges and Schools, the Council of Independent Schools, and the Association of Independent Schools of Florida. Accreditation also encompassed the university's distance learning programs and its Bachelors, Masters, Educational Specialists, and Doctoral Degrees.

The students at the school and the camp were largely from middle to upper-class homes. Most of

their parents were professionals. Enrollment in the morning computer camp was restricted to students entering second grade and higher. Students participated according to their own interests, abilities, and talents, in two core programs each day, one in the morning and one in the afternoon. In addition to the specific core camps, the students also participated in other general camp activities, for example, arts and crafts, field trips, canoeing, swimming, nature studies, and video games. The basic philosophy of the camp was to challenge, motivate, and stimulate creativity within a camp atmosphere devoted to enjoyment and fun.

Certified school teachers and supporting personnel instructed the students with a ratio of approximately 1:8. The camp charged \$435.00 for each 3-week session; this fee included lunches, snacks, and field trips (Appendix A:57). Computer students paid an additional \$50.00 for supplies and software.

The day camp enrolled 300 students in the morning session. The camp activities focused on students ages three to 13. The summer day camp different categories, which included academics, sports, and the arts. Academic programs included computer camp (computer literacy and application of skills), Lego-Logo camp

(basic robotics using Legos and a computer), ecology/science camp, space and rocketry I and II, oceanography camp, and worlds of fun (using a multi-cultural approach to study other cultures). Sports programs included cheerleading I and II, tennis camp, sports I and II, softball/basketball camp, and martial arts camp. The artisan day camp incorporated arts and crafts, dance, drama, video production, and strategy zone. The only prerequisite for admission into the computer segment of the camp was the students' interest in computers.

The morning computer session began at 9:00 a.m. and ended at 12:30 p.m. Fourteen computer students attended this session. The computer students' abilities ranged from average to above average. The three graduate interns, one of whom was this author, wrote and administered an attitude presurvey (Appendix B:63) to the entering students to determine their general computer attitudes. All the students answered the survey in the affirmative (see Table 1).

Table 1
Results of Attitude PreSurvey

Student Number	Entering Grade	Percent in Affirmative
1	2	100
2	2	100
3	2	100
4	3	100
5	2	100
6	3	100
7	2	100
8	3	100
9	2	100
10	3	100

Therefore the author of this practicum did not think it necessary to include improving computer attitude as an objective for this practicum.

The three graduate interns instructed the students in several areas of computer applications as well as computer programming. Activities used to enhance computer literacy as well as computer programming included LogoWriter, Windows 3.1, Grammar Games, Creative Writer, and PageMaker. This author evaluated software used during sessions one and two of summer camp and place the evaluations in

(Appendix C:65).

The three rooms used to house the computer equipment used in the day camp were the Library, Lab I, and Lab II. The Library housed four Gateway 2000 486 DX computers and three Panasonic Quiet Color Pin printers. Lab I had two 386 SX computers, four 486 SX computers, and five Panasonic printers. Lab II contained a Novell networking system with a Tandy 4000 server. There were, also 19 Tandy 1000 computers, four Tandy 286 (two having CD ROM drives), one Gateway 2000 486 DX, one laser disc presenter station, one Tandy laser printer, and one Panasonic printer.

Three graduate interns, along with the computer director and a counselor, enhanced the students learning experiences on the computer. The author maintained a daily log of activities (Appendix D:73). The teachers instructed daily during the 3-hour sessions and expected the students to assimilate and apply the current day's lessons.

The author was a graduate student and interned in the computer camp for 6 weeks to satisfy the requirements for a Masters Degree in computer science education at the private university with whom the computer camp was affiliated. The author had 10 years experience of teaching secondary school students. At

the time of this writing, the author taught math in a public high school and was responsible for teaching Pre-algebra and Algebra I to students in ninth through eleventh grades.

Problem:

Shortly after the first day of camp, the computer director told the author that some students had trouble with punctuation skills (Sayers, P., Personal Interview, 1995). The language arts curriculum for kindergarten through fifth grade students in the school where the practicum took place and in the neighboring county's curriculum required mastery of this skill. The author interviewed three primary teachers and all concurred that "students should be able to insert grammar marks where needed by the time they reach the third grade" (Dubin, K., Wink, S., and Berken, J., Personal Interviews, 1995).

The computer director requested that the author of this practicum publish a camp magazine. This project would greatly enhance the camp atmosphere because students would get to know one another and, also, improve their writing skills (Sayers, Personal Interview, 1995). The computer director's specifications were that the students use the computer to produce a camp magazine that met the following

criteria:

1. Each article must be accompanied by a graphic.
2. The graphic must be resized.
3. Each article must have at least two lines of text.
4. Two or more fonts must be used.
5. Each article must be correct as to sentence structure, spelling, capitalization, and punctuation.
6. Each student in the morning computer lab will contribute one article.

To evaluate the students' progress in the area of punctuation mark skills, the author developed and administered a punctuation pretest (Appendix E: 84), which contained 10 punctuation errors, to the eight students in the morning computer camp session. The author told the students that there were three sentences with a total of 10 punctuation errors. The students had to add the 10 missing periods, question marks, exclamation marks, and commas. Table two shows the scores on the punctuation pretest of all 10 students in the morning computer camp session who were to enter Grades 2 and 3 in the fall school semester.

Table 2
Results of Punctuation Presurvey

Student Number	Entering Grade	Number Correct	Percentage Correct
1	2	2	20%
2	2	2	20%
3	2	2	20%
4	3	2	20%
5	2	2	20%
6	3	6	60%
7	2	7	70%
8	3	7	70%
9	2	5	50%
10	3	9	90%

Nine of the 10 students' scores on the pretest pointed to the need for remediation in punctuation marks. The author conducted the Practicum with the first eight students in the morning group hereafter referred to as the target group. The last two students who were not included in the target group either left the summer camp during week one of implementation or scored 90% on the punctuation pretest. Five students scored 20% on the punctuation pretest. This could be attributed to the fact that most of them just left first grade and

had not yet completely mastered this skill. The students ranged in age from 6 to 8 years. All students in the target group had experience with computers. Four of the students in the target group attended public school, and the other four attended private school. Students in the target group ranged from average ability to above average ability. The author, noting the discrepancy between what the eight students needed to know about punctuating sentences and what they actually did know, decided to use the computer to teach punctuation skills. The computer director's desire to have all students contribute an article to the magazine would be a wonderful application of these skills.

Objectives:

The author attempted to meet the following objectives:

1. After 10 instructional sessions on punctuation and capitalization, students numbered one to five in the target group will improve their punctuation of sentences, specifically periods, capital letters, commas, and question marks, by scoring at least 30 percentage points higher on the postsurvey as compared to the presurvey.

Students six, seven, and eight, who scored 60% and 70% respectively on the punctuation pretest, will only need to improve by at least 20 percentage points.

2. After 10 instructional sessions on punctuation and capitalization, the eight students in the target group will write an article for a magazine that is completely free of capitalization and punctuation errors.
3. After 10 instructional sessions, all eight students in the target group will use the computer to produce a camp magazine that meets the following specifications as defined by the computer camp director:
 1. Each article must be accompanied by a graphic.
 2. The graphic must be resized.
 3. Each article must have at least two lines of text.
 4. Two or more fonts must be used.
 5. Each article must be correct as to sentence structure, spelling, capitalization, and punctuation.

6. Each student in the morning computer lab must contribute at least one article.

CHAPTER II

Research and Solution Strategy

In researching the solution strategy, the author of this practicum needed to explore the answers to several questions. First, has research shown that computers can be successfully implemented into the language arts curriculum? Second, has research revealed that the whole language approach can be enhanced through technology? Third, should language arts teachers use cooperative learning? Finally, has research found CAI programs to be on par with other methods of instruction?

Computers in the Language Arts Classroom

"Writing is no longer interpreted as a simple, linear activity consisting of independent and temporally sequenced stages" (Montague, 1990, p.6). In recent years, much has been learned about alternative ways of organizing and presenting language instruction for primary-age children (Schickedanz, 1986; Early Childhood and Literacy Committee, 1988; Freeman & Hatch, 1989; Morrow, 1989; Raines & Canady, 1990).

Shannon, as cited by Heller (1991), reported that far too much time was spent on worksheet lessons that fragmented the language and failed to demonstrate to students the relationship between the subskill and reading or writing. McNeilly (1990:34) a first grade teacher in Ohio reported:

I remember, in 1989, hearing bits and pieces about throwing out the basals, teaching reading through story books, and groups of children sitting together in various parts of the classroom reading and writing books together. I ventured out and incorporated journal writing into my schedule and although I did not use it every day, even my own skeptical eyes noted the growth in my children's creative writing skills.

One of the greatest strengths of a literature-based language arts program is the inherent freedom involved when students are no longer locked into a daily pattern of going to the reading table for 1 hour and then sitting at desks for long periods of time doing busy work.

Technology is dramatically changing the language arts classroom. Herron (1992) reported that when the computer was used for composing, more was written, revised, and read. Lynes (1993:34) reported:

I've been in the classroom for 20 years and technology has made teaching a lot more exciting. Now the whole world comes into my room every day, bringing with it new opportunities for my students and I to explore things we wouldn't have access to without computers.

Montague and Fonseca (1993:43) stated "Computers are a highly motivating learning tool that actively engaged students in the writing process". "Editing and revising are fun because they don't require laborious recopying" (Herron, 1992:32). When students use the computer for writing, they tend to focus on what they are writing instead of the mechanics of the writing process. Reil (1991:10), reported:

The data from these research projects suggest that writing is much more effectively learned when students direct their writing to specified audiences to accomplish goals rather than spending years 'practicing' writing in school. By contextualizing the skill in communicative settings, students are more likely to utilize skills learned in classrooms outside of school.

Communication skills, including writing, are critical in all subjects. Cannings and Finkel (1993) came to the conclusion that when students learn to formulate their ideas through writing and share those creations with a reading audience, grammar, spelling, and punctuation become an instinctive part of the students' writing.

Both Vygotsky (1978) and Piaget (1959) emphasized the importance of an environment in learning language where students can interact, explore, and communicate ideas. "The computer... may have the capability to enrich the classroom writing environment

and enhance the process of writing as a cognitive and social interactive process" (Allen & Thompson, 1995:73). A functional writing environment as described by Newman (1989:58) was an environment where "learning activities have a function or purpose from the point of view of the child". Allen and Thompson (1995:73) stated "...the results indicate that a functional writing environment that allows the students to write for authentic audiences will improve the quality of their writing".

In this practicum, primary students used the word processor to produce a magazine, riddles, and stories. Students worked together to create a magazine that was edited at different times by three graduate interns. Kinzer, Sherwood, and Bransford (1986:243), reported:

Games, simulations, and creative word processing applications should be the primary vehicles of computer instruction as the student learns to write in the elementary grades.

For this practicum, the students in the computer camp used CAI in the form of an applications game to learn and reinforce grammar skills. A multimedia word processor provided a writing environment for campers' ideas when producing the riddles for the magazine. Rodriques (1990:27) stated, "Research has confirmed that isolated grammar exercises have no effect on

writing ability". The author of this practicum agreed with Rodriques (1990) and Allen and Thompson (1995) that allowing students to write for authentic audiences will improve the quality of student writing. Computers can be successfully implemented into the language arts curriculum as evidenced by Vygotsky (1978), Piaget (1959), Allen & Thompson (1995), and Montague (1990).

Whole Language

The philosophy of whole language emphasized keeping language whole and involving students in using it functionally and purposefully to meet their own needs. Platt (1990:22), reported:

Children continued to develop knowledge of language use at an implicit level. This unrecognized learning about function was nonetheless critical, as it led to learning language and learning through language. Children who talked and wrote for a variety of purposes were also building, revising, and refining their language system and their internal view of the world. In addition, they were gradually becoming aware of the system they had built and what they could do with it.

Goodman (1986:8), reported:

Children bring to school their natural tendency to want to make sense of the world. When schools break language into bits and pieces, sense becomes nonsense. Each abstract bit and piece that is learned is soon forgotten as kids go to further fractured fragments. In the end, they begin to think of school as a place where nothing ever seems to make sense.

Many teachers started with the area of writing when they moved in the direction of whole language. Graves, Calkins, Harste, Short, and Burke, as cited by Hatch (1992:55), presented five generalizations for guiding emergent writers:

1. Every primary classroom should have a writing center.
2. Children should write every day.
3. Teachers should model effective writing behavior.
4. Children's writing should grow out of real experiences.
5. Young writers should be given opportunities to share their work with others.

Students should feel comfortable exploring written language in any way that interests them. Strickland (1991) emphasized that language learning was most successful in a risk-free environment. Students needed opportunities to interact with items in a print-rich environment. They must think of themselves as authors and have high literary expectations, similar to those of professional writers.

The author of this practicum reviewed research findings and found they favored the whole language approach, rather than the skills approach. "Part of being able to recognize a word comes from being able to write it and to read it back; for many people, including adults, the tactile aspect of writing is an

indispensable feature of learning" (Wiener, 1990:26). Bloom (1956) supported the holistic approach because it made students think on the synthesis level. Routman (1992:35) stated "the learner must know how and when to apply the skill; that is what elevates the skill to the strategy level". Chall, Jacobs, and Baldwin (1990:156), reported:

Our findings strongly support increased instruction and practice in writing starting in the primary grades. Little writing instruction occurred in the schools we observed. The children who were required to write selections of at least a paragraph in length were better writers; quasi-writing (such as filling in blanks, copying poems from the blackboard or definitions from dictionaries, and doing worksheets) did not enhance the children's writing skills.

The formal structures of language are important because they give language users a framework for mutual understanding. Hatch (1991:77), reported:

This notion of *shared understanding* is central to whole language thinking. Handwriting, spelling, punctuation and grammar are tools for helping communicators improve the quality of understanding that can be conveyed in their writing. The tools are not the understanding.

Whole language approaches to writing seek to guide students to discover the importance of the tools of formal language by demonstrating their usefulness in improving the quality and clarity of their writing.

Technology in the Whole Language Classroom

Educators using whole language in their classrooms reported outstanding results. Snyder (1994:155) did a study on the comparison of writing between the pen classroom and the computer classroom and reported:

In the computer classroom, more clearly than in the pen, Jacqui, the teacher, was a learner in a learning community, modelling [sic] the process of learning. The computer context was less teacher-dominated and the students were more independent. In the computer context, Jacqui became a facilitator, an adviser, an editor.

Jacobson (1994:57), said:

Students could share their research about each state with the class by creating individual multimedia presentations. For example, after writing their reports on the computer which includes text, sound, and pictures, students could use the ClarisWorks' 2.0 Slide Show feature to make their class presentations... Putting the computer to work in creating instructionally appealing presentations is easily achieved with this technology.

Kristine Lynes as cited by Novelli (1993:38), reported:

Teammates in North Carolina wrote about a hurricane that devastated the area, describing injuries, loss of homes, and a bird nest remaining in a tree that lost all its leaves. 'We read about it and saw what happened on TV,' said one of Lynes's students. 'But big whoop!-- Now through telecommunications, we really know these people!'.

There are many possibilities for using whole language and technology in the classroom. For instance, the computer, together with telecommunications may have the

capability to enrich the classroom writing environment and enhance the process of writing as a cognitive and social interactive process. Allen and Thompson (1995:73), reported:

As theorists continue to search for explanations of how children learn to write and researchers test these theories, perhaps the best indication of the importance of a functional writing environment is that the students sustained an interest in writing and enjoyed writing to the audience on the telecommunications network.

Technology in the whole language classroom develops "habits of mind" that begin to function at an automatic and unconscious level. Alfred Whitehead, as cited by Larson and Hostetler (1982:143) said, "Civilization advances by extending the number of operations which [sic] we can perform without thinking about them". Technology enhances whole language as evidenced by the research of Allen and Thompson, Novelli (1993), Snyder (1994), Hatch, and Jacobson (1994).

Cooperative Computer Strategies

"Research has consistently shown that cooperative problem solving within learning environments can enhance motivation for learning and children's self-concepts as learners" (Nastasi and Clements, 1994:249). The purpose of cooperative computer strategies was to ensure a good heterogeneous mix of students, taking

into account gender, ethnic diversity, cultural and language differences, problematic behaviors, and past academic performance. Johnson, Johnson, and Stanne, as cited by Male (1992:21), found that cooperative learning with computers promoted greater quantity and quality of daily achievement and more successful problem solving.

Russell, as cited by Male (1992) thought the real power of the computer, as well as the power of cooperative learning, can be seen when using learner-centered software that emphasized problem solving. In learner-centered software, the goal was for students to take intellectual risks and to communicate about tasks with each other. Male explained that with learner-centered software the student was affected in the following ways:

1. The learner is in charge of the goal or the means to reach the goal.
2. The learner receives informational rather than judgmental (positive or negative feedback), and
3. Is encouraged to make predictions as part of solving the problem (p.21).

The team or cooperative learning approach generated many possible solutions. A diversity of skills were needed to solve the problems, and students actually experienced the importance of completing the task. Some examples of learner-centered software are

Where Is Carmen Sandiego?, Children's Writing and Publishing Center, LogoWriter, PageMaker, and Grammar Games.

Researchers have pointed out that students found cooperative writing and the word processor very motivating. Benyon and Mackay (1993) indicated that word-processors encouraged students to pay more attention to spelling, punctuation, and grammar. Interdependence was a basic concept of cooperative learning. Anderson, as cited by Male (1992:21), found that:

Putting children together to work at the computer is not enough. They need to feel a commitment and concern for others in their group. When responsible for their own and each other's learning, they learn to understand each other as well as master academic content. Working together with the emphasis on teamwork makes the experience a positive one.

Albert Einstein, as cited by Larson and Hostetler (1982:919), said:

Concern for man himself and his fate must always form the chief interest of all technical endeavors,... in order that the creations of our mind shall be a blessing and not a curse to mankind.

In summary, when there is a positive team identity, a liking, a respect, and a trust among team members and classmates in a language arts classroom, then maximum learning can occur; this is when teachers should use

cooperative computer learning strategies.

Methods of Teaching Punctuation

Punctuation is important because it gives language users a framework for mutual understanding. Research has proven that whole language activities such as writing for authentic audiences provided students with the correct environment so punctuation became an instinctive part of the students' writing. Writing with computers promoted learning of punctuation because it produced a visual product the student could inspect. The author of this practicum had the students write about their favorite pet, person, and riddle. As the students wrote, the author reminded them of punctuation.

CAI refers to the use of the computer as a tool to facilitate and improve instruction. CAI programs, in general, use tutorial, drill and practice, simulation, and problem solving approaches to present topics and test the student's understanding. The author of this practicum, to further reinforce punctuation skills, used a simulation type of CAI, Grammar Games, with the students. The students enjoyed rescuing the rain forest from fire and bulldozers as they decided whether a sentence was complete or not. Grammar Games consisted of four different games in a rain forest

simulation environment. In the game "Falling Fruit" the students had to help Tico, the hungry Toucan catch the correct punctuation fruit. The students enjoyed these simulations and learned punctuation in the process. Kulik, et al., as cited by Fletcher-Flinn and Gravatt (1995:230), agreed:

That computer designed instruction is generally of high quality because a lot of time and effort is put into the design. Instructional objectives tend to be clear, instruction is sequenced with feedback for the individual, and materials encourage participation and activity.

Kulik, et al., as cited by Fletcher-Flinn and Gravatt, suggested:

Few teachers can match high quality CAI materials because they don't have the time to develop consistently good materials and materials for each class, and certainly not for each student. Patience also tends to wear thin for human teachers after providing countless examples which seem ineffective. This is where CAI comes into its own with feedback readily available and with an untiring number of examples, encouragement, and challenges for each student no matter what the ability level (p.231).

CAI materials appeared to be very versatile and suited to a broad range of subjects, educational levels, and situations. Fletcher-Flinn and Gravatt (1995:232), reported:

The only area (so far examined) where CAI materials might not have an advantage is in the teaching of basic or advanced skills in reading and writing. However, it is

important to keep in mind that even in the literacy context, or when the teaching method was strictly controlled, CAI materials were shown to be just as good as paper and pencil equivalents, and may offer a cost-benefit advantage as has been reported by some studies.

Well-designed CAI programs provide benefits, such as, collaborative learning in small groups, immediate feedback, self-evaluation, and hypothetical-deductive reasoning. Students enjoyed this type of learning as evidenced by their positive attitudes toward computers in the computer attitude presurvey. With computers as part of the pedagogy of teaching, "CAI is on a par with any other medium of instruction and when other criteria are considered may far surpass them" (p.232).

Solution Strategy

The solution strategy for this practicum project involved using the computer, whole language activities, cooperative-learning activities, and CAI activities to improve students' skills in punctuation of sentences. The author of this practicum agreed with the research of Allen and Thompson (1995) that when students have a functional writing environment that allows them to write for authentic audiences the quality of their writing improves. This notion of shared understanding is central to whole language thinking. Spelling, punctuation, and grammar are tools for helping

communicators improve the quality of understanding that they convey in their writing. The tools are not the understanding (Hatch, 1991).

The computer facilitated whole language, cooperative learning, and CAI activities. The students used the computer to write their stories in PageMaker a professional desktop publishing tool that is used to customize graphic and text layouts for publications. The author of this practicum agreed that many whole language activities guided emergent writers, i.e., all primary classroom should have children write every day from real experiences (Hatch, 1992). For this practicum, the students used group social skills to interview adults and students for the magazine and in the production phase of the magazine writing. The author of this practicum agreed with the research findings that showed that cooperative problem solving within learning environments can enhance motivation for learning and children's self-concepts as learners (Nastasi and Clements, 1994). The students used the CAI Grammar Games during the implementation phase. The author of this practicum agreed with the research findings of Fletcher-Flinn and Gravatt (1995) that claimed teachers can not match the high quality CAI materials because they do not have the time to develop

consistently good materials for each class, and certainly not for each student. The author of this practicum used all the cited authors' research findings when choosing the solution strategy for this practicum.

Chapter III

Methods

To decide on a method to teach the students to correctly use punctuation marks, this author conducted extensive research. The author consulted with the computer coordinator as to what software would facilitate students learning to punctuate their writing correctly. The computer coordinator suggested PageMaker. At the computer coordinator's suggestion, the author contacted the Nova University computer lab to see if it had any appropriate software. That lab did not have any software that taught grammar punctuation skills to elementary school age students. The author then visited some educational software vendors. Finally, the author found two pieces of software that were age appropriate. Grammar Games by Davidson showed learning grammar can be fun when activities are set to a rousing jungle beat. In this computer program, students saved the rain forest from destruction while learning grammar skills. Creative Writer by Microsoft Corporation used color, sound,

cartoons, and pictures to turn students on to creative writing. The author evaluated these two pieces of software and included the evaluations in the appendix that contained the other evaluations. The start of each camp day varied little in its routine. Students started to arrive around 8:30 a.m. in the combination theater-cafeteria-gym where several counselors supervised them. Shortly before 9:00 a.m., the camp director came to this area to inform the students about any special activities, trips, or changes in schedules or planned activities. At 9:00 a.m., the computer director accompanied the students to the lab to begin the daily routine.

Although the students who selected Computer Camp spent the majority of their time at the computer lab facility, all attended additional activities such as swimming, arts and crafts, sports, media center, video games, and color wars. These activities varied from day to day and were generally from 30 to 45 minutes in length. Two different groups attended the computer camp, one in the morning and one in the afternoon. The author worked only with the a.m. group of students who had just completed second grade. The a.m. group was the target group for this practicum and the only group this author worked with intensely.

The daily morning routine within the computer lab was consistent. Usually the group of three graduate interns, of which this author was a member, arrived at the lab at approximately 8:30 a.m. while the students attended their morning assembly. Either a graduate intern, computer director, or computer counselor went to the cafeteria-gym to supervise the students in the morning assembly. The remaining interns booted the computers and brought them on-line with the network in preparation for the day's activities. The author of this practicum installed and tested several pieces of software in the library during these early morning hours. The author of this practicum generally brought the library computers on-line.

The first day of camp focused on orienting the students to the computer lab. The computer director began with staff member introductions. The computer director also talked about the lab equipment and the procedures related to its care and handling. Orientation to the computer lab consisted of a "getting to know you activity". The students repeated fellow students' names along with their favorite food to get to know each other. The computer director, also explained the student activities for the next 3 weeks. Each morning before students began instruction, camp

staff performed housekeeping activities, such as taking attendance and counting students who planned to eat the camp's lunch.

During the first camp session, the computer director randomly separated students into four small work groups. The students rotated by groups to learn the following computer programs: Windows 3.1, LogoWriter, Monsters & Make-Believe, and PageMaker. The PageMaker group, on the first day only, worked together as a team on the computers to produce a poster for the poster contest. Students in all core camps including Lego-Logo camp, space and rocketry camp, and tennis camp made posters for the gym. The author of this practicum was in charge of the PageMaker group who produced the winning poster. This was the first time the computer camp had won the poster contest, and it was indeed an exciting beginning. The students in the group felt positively about each other and the computer program they used for the poster. The poster activity was both a whole language and cooperative learning activity that, in a very short time, encouraged all the camp's students to work well together. At 11:30 a.m. the morning session computer students went to lunch for one half hour. They then came back to the computer lab to actively use the CD ROM Living Books: Little

Monster at School.

On the second day of camp, the staff members reviewed the computer lab rules with the students. The most important rule was "Never touch another student's computer without permission." The graduate interns wrote and administered a Computer Attitude Presurvey, Logo Presurvey, and Windows 3.1 Presurvey. When the students completed the surveys, they broke into the three groups. The author of this practicum assisted another graduate intern with teaching Windows 3.1 in Lab I. The author of this practicum led discussions about certain desktop publishing terms, such as, double-clicking, desktop publishing, greeking, highlighting, and dragging. Also a brief discussion of the history of publishing ensued. A general sample lesson plan can be found in (Appendix F:86).

During the third session, to evaluate the students' ability to use punctuation mark skills, the author of this practicum developed and administered a presurvey that had three sentences with 10 punctuation marks left out. The author instructed the students to insert missing punctuation marks including periods, capital letters, commas, and question marks. Next, the students decided on names for their four groups. These names were: Mice, Printers, Harddrives, and Icons.

After the presurvey, the author taught the students about the menu bar, dialog boxes, pasteboard, publication screen, and toolbox features of PageMaker and briefly demonstrated the computer program Creative Writer.

On the fourth day, the author gave further instruction in PageMaker, and the students learned how to change fonts, size of fonts, and type style of fonts. Next, the author instructed the students on how to layout a page. As a cooperative small group at the computer, the group's members communicated about the task of punctuation with each other. The members of the group read each other's papers and corrected as many punctuation errors that they could find. Students had an authentic audience that they wrote for, namely their parents, friends, and other adults. The idea of shared responsibility and understanding was central to whole language thinking. Punctuation and grammar were tools for helping communicators improve the quality of understanding they conveyed in the magazine writing. While the students worked in group activities, the author of this practicum circulated and assisted with software or punctuation questions. The students' first writing assignment was about their favorite pets. If students had trouble thinking of things to write, they

went to Creative Writer's Splot (Plot and Slot) Machine or Picture Window to fire up their imagination. The Splot Machine gave the students partial sentences, and the Picture Window gave pictures that creatively inspired the imaginations. When the author called time, students rotated to an adjacent computer lab, and the author repeated the lesson for the incoming group of students.

On the fifth day, the author instructed the students on how to resize blocks of text and how to expand and compress handles and windowshades of PageMaker to change the look of the text. The author allowed students to experiment with their own text using these new methods. During the first week and a half, the students continued writing their favorite pet stories.

On the sixth day, the author introduced and demonstrated a new piece of CAI software called Grammar Games and explained to the targeted students that during the "Rain Forest Rescue" section of this software, the students needed to rescue the plants and animals in the rain forest that were in danger. To earn fuel for the rescue helicopter, the students had to distinguish between sentences and fragments. While the students were busy identifying sentences and

fragments, fire and bulldozers threatened the forest. Giving correct answers earned the students fuel to pilot the helicopter and save the rain forest. Once the helicopter was airborne, it could drop water on the fire, pick up animals, and take them to safety. There were four games in Grammar Games, and two of them assisted with punctuation skills. "Falling Fruit" aided with the punctuation skills. The author showed students how Tico the hungry toucan could catch his lunch. Fruit falling from the trees rained down on Tico, but Tico would only accept the fruit with the correct punctuation mark to complete a sentence. If the student chose the incorrect fruit, Tico rejected it, and the fruit splatted on his head. This high quality CAI software encouraged participation, and provided immediate feedback. It challenged each student regardless of the student's ability level. The author hoped that by playing the two games in Grammar Games the students would enjoy and learn more about punctuation marks. Students also continued to write about their favorite pets.

On the seventh day, the targeted students and the author went to the different core camp activities to interview students and other camp directors for the magazine. Students picked whom they would interview,

and the group stayed together until the students completed the interview. The interviewers worked together as a team, which made the experience a positive cooperative learning activity. While interviewing, the students questioned their subjects concerning such information as name, core camp, favorite activities, hobbies, and background information. The students recorded their answers on a sheet of paper. With this whole language approach, students were learning to read and write by writing real, relevant, and functional things. The author focused these interviews on content of a magazine and not on grammar itself. Students played Grammar Games in the time remaining between completion of the interviews and rotation of the next group.

In the eighth session, according to the rotation of the group, the students either typed their interviews into PageMaker or interviewed more students or directors. Three students enjoyed interviewing so much they wanted to continue it and did not rotate to other groups. By the end of the eighth session, most students had completed their interviews.

During the ninth lesson, students entered their interviews into PageMaker. They used Creative Writer if they needed some imaginative thoughts. When

students finished entering all their interviews, they had the option to play Grammar Games. The morning session's part of the magazine was nearing completion as the students finished their writings.

By the tenth session, the magazine was nearing completion. All students finished the articles they worked on, and the author of this practicum transferred all articles onto one disk for the final magazine. Students enjoyed seeing the magazine take shape and practiced finding and resizing graphic images to go with the articles they wrote.

On the eleventh day, the students imported graphics and resized them to get the magazine ready for publication. Students from the afternoon session contributed articles and graphics as well. The first camp session students in both the morning and the afternoon sections gave their articles to the author of this practicum who merged all articles to form "Camp Nova News", Volume I, (Appendix G:88). The second session students, morning and afternoon, published "Camp Nova News", Volume II, (Appendix H:97). Both sessions enjoyed assembling the magazine for distribution.

CHAPTER IV

RESULTS

During the 3-week camp session, the author focused on fulfilling three objectives. The first objective of this practicum was that after 10 instructional sessions on punctuation and capitalization students numbered one to five in the target group will improve their punctuation of sentences, specifically periods, capital letters, commas, and question marks, by scoring at least 30 percentage points higher on the postsurvey as compared to the presurvey. Students six, seven, and eight who scored 60% and 70% respectively on the punctuation pretest will only need to improve by at least 20 percentage points. The author of this practicum encouraged the students by providing many writing activities during all sessions. The author gave daily reminders of punctuation mark skills during the writing process. The author evaluated punctuation mark skills by comparing the presurvey/postsurvey score. Table 3 displays a comparison of the presurvey and postsurvey scores and indicates whether the

objective was mastered.

Table 3
Presurvey as Compared to Postsurvey
Results of Objective One

Student Number	Entering Grade	Presurvey Score	Postsurvey Score	Percentage Point Increase	Met Obj
1	2	20%	30%	10	no
2	2	20%	60%	40	yes
3	2	20%	30%	10	no
4	3	20%	90%	70	yes
5	2	20%	30%	10	no
6	3	60%	90%	30	yes
7	2	70%	90%	20	yes
8	3	70%	90%	20	yes

The three students, student numbers 1, 3, and 5, who did not meet the objective, were all entering second grade in the fall and, thus, were not as exposed to punctuation marks as much as students entering third grade in the fall. The postsurvey results do show that their scores did improve but not enough to meet the 30 percentage point requirement. While the postsurvey does show improvement for students 1, 3, and 5, the author believed time constraints of the practicum setting did not allow sufficient time for these

students to meet the 30 percentage point requirement. Given more time for instruction and review the author presumes these three students would improve their scores by these points. Students 1 and 5 only wrote one article for the magazine. Their scores on objective one may have improved by greater than 30 percentage points if they had written more.

Objective two was that the eight students in the target group will write an article for a magazine that is completely free of capitalization and punctuation errors. As the students wrote, the author provided daily reminders on punctuation and capitalization. All eight students in the target group successfully completed this objective. Cooperative groups and a whole language approach to language arts in a computer based classroom played a definite role in the successful creation of the magazine.

Table 4 summarizes the results of objective number two.

Table 4
Results of Objective Two

Student Number	Entering Grade	Number of Articles Written Error Free	Met Objective
1	2	1	yes
2	2	2	yes
3	2	2	yes
4	3	2	yes
5	2	1	yes
6	3	12	yes
7	2	2	yes
8	3	1	yes

The third objective of this practicum stated was that after 10 instructional sessions, all the morning students will use the computer to produce a camp magazine that meets the following specifications as determined by the computer camp director:

1. Each article must be accompanied by a graphic.
2. The graphic must be resized.

3. Each article must have at least two lines of text.
4. Each student must use two or more fonts.
5. Each article must be correct as to sentence structure, spelling, capitalization, and punctuation.
6. Each student in the morning computer lab will contribute one article.

Table 5 summarizes the outcomes.

Table 5
Results of Objective Three

Student Number	Specification Number Met					
	1	2	3	4	5	6
1	y	y	y	y	y	y
2	n	y	y	y	y	y
3	y	y	y	y	y	y
4	y	y	y	y	y	y
5	y	y	y	y	y	y
6	y	y	y	y	y	y
7	y	y	y	y	y	y
8	y	y	y	y	y	y

(y = yes and n = no)

Student number 2 was out sick from camp and did not get to finish with the graphic to go with the article.

Because all other students in the target group wrote a magazine article that met all specifications, the author considered this objective as met.

The students in the first 3-week session produced Nova News Vol I. The students in the second camp session produced Nova News Vol II. The second session students were the same academically and from similar socio-economic background as the first session students. During the first session, interviews with fellow campers were the main focus of Nova News Vol I. The focus of the magazine widened during the second session to include riddles from books as well as interviews of fellow campers. The second session's students' scores on the Postsurvey as compared to the Presurvey improved dramatically. Objectives two and three were met in the second session as well as in the first session; Table 6 shows improvement in meeting objective one from session two over session one. Only students numbered six and seven were the same students in the first and second sessions. Adding riddles to the second sessions put enjoyment into the writing process, and the second session students' test scores indicate they learned punctuation marks.

Table 6
Presurvey as Compared to Postsurvey
Results of Session One and Session Two

Student Number	Entering Grade	Presurvey Score	Postsurvey Score	Percentage Point Increase	Met Obj
Session One Results					
1	2	20%	30%	10	no
2	2	20%	60%	40	yes
3	2	20%	30%	10	no
4	3	20%	90%	70	yes
5	2	20%	30%	10	no
6	3	60%	90%	30	yes
7	2	70%	90%	20	yes
8	3	70%	90%	20	yes
Session Two Results					
1	2	70%	90%	20	yes
2	3	70%	90%	20	yes
3	3	40%	50%	10	yes
4	3	20%	80%	60	yes
5	2	10%	40%	30	yes
6	3	70%	90%	20	yes
7	2	80%	100%	20	yes
8	2	0%	40%	40	yes
9	2	0%	30%	30	yes

After reviewing the results of this project, the author determined that student use of punctuation marks do improve when students write. Computers can improve students' abilities in punctuation and writing in

addition to making teaching significantly more exciting. Integrating computers into everyday classroom activities, such as, cooperative learning and whole language, provided the correct environment for student success.

In conclusion, all students enjoyed the multi-media approach to studying punctuation marks. The CAI software Grammar Games engrossed the students. They learned while listening to a rousing jungle beat and trying to save the rain forest from destruction. The students worked closely together to find color pictures to go with their writing. This activity was fun for the students as well as the author of this practicum. The excitement of writing on the computer motivated the students as evidenced by the number of objectives met. Objective one was mostly met, while the other objectives were completely met. Therefore, the author believed that the combined methods of cooperative learning, whole language, authentic audience writing, and CAI provided an effective strategy for the stated problem.

CHAPTER V

RECOMMENDATIONS

In the first and second 3-week sessions, the author of this practicum taught students entering second and third grade in the fall semester to use the computer programs Grammar Games, Creative Writer, and Pagemaker. Learning and applying the different software skills kept the students interested in producing a magazine. All students enjoyed the hands-on approach and seeing their efforts immediately reflected on the monitor of the computer. The students also enjoyed interviewing fellow students and adults when preparing for the magazine writing. They loved the finished magazine when it was completed. Having an authentic audience inspired the students to punctuate correctly. Parents of three students in the target group purchased one or more pieces of software used in this practicum because their youngsters raved so much about them. Because of the success of this practicum, the author recommended that teachers use language arts activities similar to the author's solution strategy to

enhance writing skills.

The author would suggest the following changes to the implementation of this project:

1. The author noted that the media center had up-to-date hardware. The Gateway 486 DX machines ran the graphic intensive Grammar Games without slowing down; however, none of the computers in the computer lab ran the software satisfactorily. The media center and its up-to-date hardware was absolutely a necessity for the successful completion of this practicum. The low end requirement of this software is a 16 MHZ 386 machine; the software will not run on 286 machines. The author of this practicum found the updated computers in the media center to be perfect for this project, but there was a certain amount of socialization and communication with the other students and teachers that was lost when the targeted students adjourned to the library. The other graduate interns had no way of knowing what the author was doing and could not interact with the targeted students

and the author. Direct classroom management by the computer camp director was made very difficult because of the media center's remote location.

2. The students in the media center had to return to the computer lab area; this interrupted the continuum of the computer lab activities when it came time to incorporate graphics into the magazine.
3. The author suggests that the computer lab add color scanners to its equipment. Several of the students brought in pictures from home and none of these pictures found their way into the magazine because the computer lab did not have a scanner.
4. Computers should be made an integral part of the early learning process. Computers as a tool can provide students with imagery, visual thinking, analysis, reasoning, decision-making, problem solving, and evaluation. Teachers should stress critical thinking and the thinking process in every first, second, and third grade classroom. Students seemed undaunted

by their mistakes with their new endeavors on the keyboard. The author also noticed the students' excitement when they saw the immediate results of their new computer interactions; therefore, computers enrich the early learning environment.

5. Computers enhance learning when they are the basis of an environment that creates authentic tasks, tasks that reach beyond the classroom. When the magazine was produced for reading by people outside the classroom, an authentic audience emerged. Teachers could create other authentic audiences by writing through the telecommunication networks. Young writers who are developing their writing abilities need a classroom environment that encourages writing as a process. One that views writing as a forum of communication to create meaning within a social context.
6. The computer lab should try to provide 486 DX computers within the two computer labs so that graduate interns could pick which of the two computer labs in which they would like to work. This would make the job of classroom

management much easier.

To share and circulate the results of this practicum in the educational community, the author plans to send copies of this practicum to the practicum advisor and the computer lab director for them to use with future graduate interns. The author of this practicum will also give copies to the Computer Specialist and the head of the English department at the author's school. In addition, a copy of this practicum will be provided to the County Curriculum Specialists in the areas of computer science, English, and elementary education to encourage further investigation in the use of these methods of implementation and their application to other curriculum areas. The author of this practicum will apply the teaching tactics used in this practicum to enrich the learning of students in the author's classes during the regular school year.

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Appendices

Appendix A
Camp Schedules

Appendix A

Camp Schedules

CAMP NOVA 1995 MORNING OPTION SCHEDULE

TIME:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	RO 5 yr. olds /SWIM-----				
9:00	Arts & Crafts/SWIM-----				
	to Computer I/SWIM-----				
9:45	CheerI/Sport	SportI/Sport	DanceI/Sport	Ocean/Sport	DramaI/Sport
	VideoP/Media	DanceII/Media	SB-BB/Media	DramaII/Media	Sports/Media
	SB-BBI/Art	DramaII/Art	SportsI/Art	StratII/Art	CheerI/Art
				DanceI/Art	<u>II</u>
	RO 4yr. olds/SWIM-----				
	Cheer.III/SWIM-----				
9:50	Drama II/SWIM-----				
	Ecology I/SWIM-----				
	to World of Fun/Swim-----				
10:35	A&C/Sport	Comp.II/Sport	TennisI/Sport	StratII/Sport	SB-BBI/Sport
				Video/Sport	
	Dance I/Media	Ecol.I/Media	Comp.II/Media	ARO/Media	Mart.Art/Media
				A&C/Media	
	Lego/Art	AAC/Art	DanceII/Art	CompII/Art	Ecol.I/Art
	RO 3yr. olds/SWIM-----				
	Tennis I/SWIM-----				
	Sports I/SWIM-----				
	Strategy Ione/SWIM-----				
10:40	SB/BB I/SWIM-----				
	to Dance I/SWIM-----				
11:20	Ecol.I/Sport	Space/Sport	Wo.Fun/Sport	TennisII/Sport	ARO/Sport
	Space/Media	TennisII/Media	TennisI/Media	CheerI/Media	W.Fun/Media
	W.Fun/Art	Lego/Art	Ocean/Art	Space/Art	TennisI/Art
		Video/Art			
	LUNCH - All 4 & 5 yrs./Reaching Out Program-----				
	LUNCH - Core Camps for 2nd + 3rd Grades-----				
11:25	CheerII/Sport	SB/BBII/Sport	SportII/Sport	DanceII/Sport	Space/Sport
	SportII/Media	CheerII/Media	SB-BBII/Media	Lego/Media	Ocean/Media
12:00	SB-BBII/Art	SportII/Art	CheerII/Sport	TennisII/Art	ARO/Art
	1/2 Pool Staff eat Lunch				
	1/2 Pool Staff have <u>lunch duty</u>				
	LUNCH - 3 yr. olds and Advanced Reaching out				
	LUNCH - Core Camps 4th Grade & Up				
12:00	to 1/2 Pool Staff eat lunch				
12:30	1/2 Pool Staff have <u>lunch duty</u>				
	Special Teachers eat lunch				

Appendix A Camp Schedules

The University School's **Camp Nova**

CAMP NOVA FIELD TRIPS

Attached you will find a calendar listing this summer's field trips. All trips will be in the morning except for Blockbuster which the entire core camp will be going to in the afternoon. The morning trips will usually leave between 9:15 and 9:30 and will be returning to camp at 11:30.

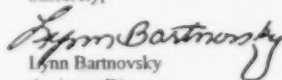
Due to space limitations, I had to abbreviate the camp's names on the calendar. The following is a key:

SR= Space and Rocketry	Dan= Dance
MA= Martial Arts	Dram= Drama
Leg= Lego Logo	SBBB= Softball, Basketball
Cheer= Cheerleading	Ten= Tennis
SE= Science and Ecology	Art= Arts and Crafts
Ocean= Oceanography	Comp= Computer
	<i>Strat= Strategy Zones</i>

Each child will be going on at least two field trips each nine weeks. Some of them include: Publix Distribution Center, Blockbuster Games, Snow White and the Seven Dwarfs performed by a theater group at Plantation High School, Channel 4 News, Skate and Putt and more.

You will be notified in advance of any changes or additions to this calendar. Thank you for your cooperation and I look forward to a great summer.

Sincerely,


Lynn Bartnovsky
Assistant Director

Designed to Promote a Child's Intellectual and Physical Growth

The University School of Nova University, 7500 S.W. 36 Street, Davie, FL 33314 305-475-7500
3251 N.W. 101 Ave., Coral Springs, FL 33065 305-752-3020

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

CAMP NOVA - CORE CAMP

June 1995

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10 OPEN HOUSE
11	12	13	14	15	16	17
18	19 CAMP NOVA BEGINS	20	21	22	23 PUBLIX dan, SR, comp. street, arts, cheer, MA,	24
SCIENCE AND TECH						
25	26	27 SCI. MUSEUM cheer, SR, SBBB, dan, drama, SE	28 SCI. MUSEUM sports, ten, MA, WOF, comp. street, leg	29 GRAVES MUSEUM learn, video, arts, ocean	30	
SCIENCE AND TECH						

Appendix A
Camp Schedules

June						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

CAMP NOVA - CORE CAMP

July 1995

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 NO CAMP	5	6 PIZZA HUT Tennis, lego logo CHANNEL 4 NEWS video	7	8
SCIENCE AND TECH						
9	10	11 SKATE+PUTT vid, SE, SR, ocean, arts, comp, street	12	13 SKATE sport, SBBB, ten, MA, cheer, dan, dram, leg	14	15
FUN AND GAMES						
16	17	18 SUN - SENTINEL vid, SE, sport, sbbb, drama	19	20 PIZZA HUT softball	21	22
FUN AND GAMES						
23	24	25 BLOCK BUSTER at camp 11:00 - 2:30	26	27	28	29
FUN AND GAMES						
30	31 SNOW WHITE PLAY drama, cheer, dan, comp, wof					
THE ARTS						

Appendix A
Camp Schedules

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

CAMP NOVA - CORE CAMP

August 1995

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 MOVIE 3 NINJAS KICK BACK ma, video, soccer	2	3 PUBLIX comp, leg, SE, vld, ten, WOF, dance	4 BOWLING, vld, SE, SR, Ocean, Arts, Comp, Strat	5
THE ARTS						
6	7 BOWLING, sport, SB, ten, MA, cheer, den, dram, leg	8 PRINCESS + GOBLIN ocean, den, cheer, sport, abbb	9	10	11 SUN - SENTINEL wof, SR, ten, arts, MA, comp, strat	12
THE ARTS						
13	14	15	16	17 SAFETY SAM COMES FROM BROWARD SHERRIFS OFFICE	18 CAMP ENDS	19
THE ARTS						
20	21	22	23	24	25	26
27	28	29	30	31		

Appendix A
Camp Schedules

Appendix B
Computer Attitude Presurvey

Appendix B
Computer Attitude Presurvey

Name _____

Age _____

Grade _____

Session _____

1. I like using a computer. yes or no
2. Computers make life easier. yes or no
3. Computers can be used to draw pictures. yes or no
4. Computers can be used to write stories. yes or no
5. Working in the computer lab is fun. yes or no

Appendix C
Software Evaluations

Appendix C

Software Evaluations

Practicum Software Evaluation Form

AUTHOR: Aldus Corporation

TITLE: PageMaker 5.0

CHECK ALL THAT APPLY

☐ Academic Game ☐ Test/Diagnostic
☐ Drill and Practice ☐ Tutorial
☐ Simulation ☐ Administrative
 ☒ Other

LEVEL: ☐ Preschool ☒ K-3 ☒ 4-6 ☒ 6-8 ☒ 9-12 ☒ Adult

PURPOSE: ☐ Remediation ☒ Developmental ☒ Enrichment

HARDWARE: Computer: 386 K Ram required: 4 MB Color: ☒ Y ☐ N

CD ROM ☐ Number of Drives: 3.5 Printer: ☒ Y ☐ N Other: DOS 3.3

CONTENT

	Circle	Rating
1. Program has educational value	☒ Y	N NA
2. Grammar accurate and free of syntax errors	☒ Y	N NA
3. Stereotype-free (race, ethnic, sex, etc.)	☒ Y	N NA
4. Content adaptable to varied instructional strategies	☒ Y	N NA

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	☒ Y	N NA
6. Defined purpose achieved	☒ Y	N NA
7. Presentation of content clear and logical	☒ Y	N NA
8. Level of difficulty appropriate for target audience	☒ Y	N NA
9. Sequence organized for developmental steps	☒ Y	N NA
10. Graphics, color, sound appropriate for instruction	☒ Y	N NA
11. User controls sequence of presentation	☒ Y	N NA
12. Program controls the sequence	☒ Y	N NA
13. Entry level prerequisites specified	☒ Y	N NA
14. Program user-friendly, easy to read, understand	☒ Y	N NA

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading	☒ Y	N NA
16. Students easily operate program independently	☒ Y	N NA
17. Relevant computer capabilities used	☒ Y	N NA
18. Program reliable and student-proof	☒ Y	N NA
19. Adequate error trapping	☒ Y	N NA
20. Easy escape from program provided	☒ Y	N NA
21. Record keeping/printouts of student progress	☒ Y	N NA

DOCUMENTATION

22. Manuals available and user-friendly	☒ Y	N NA
23. Clear operating instructions and trouble shooting	☒ Y	N NA
24. Constant reference to documentation unnecessary	☒ Y	N NA
25. Table of Contents, Index, Glossary of Terms provided	☒ Y	N NA

AUTHOR: Davidson

TITLE: Grammar Games

☒ Academic Game	☒ Test/Diagnostic
☒ Drill and Practice	☒ Tutorial
☐ Simulation	☐ Administrative
Other _____	

PURPOSE: ☒ Remediation ☒ Developmental ☒ Enrichment

CD ROM Number of Drives: 3.5 Printer: Y N Other:

Circle Rating

- | | | | |
|---|---|---|----|
| 1. Program has educational value | Y | N | NA |
| 2. Grammar accurate and free of syntax-errors | Y | N | NA |
| 3. Stereotype-free (race, ethnic, sex, etc.) | Y | N | NA |
| 4. Content adaptable to varied instructional strategies | Y | N | NA |

INSTRUCTIONAL QUALITY		
5. Purpose of the program well defined	☒	N NA
6. Defined purpose achieved	☒	N NA
7. Presentation of content clear and logical	☒	N NA
8. Level of difficulty appropriate for target audience	☒	N NA
9. Sequence organized for developmental steps	☒	N NA
10. Graphics, color, sound appropriate for instruction	☒	N NA
11. User controls sequence of presentation	☒	N NA
12. Program controls the sequence	☒	N NA
13. Entry level prerequisites specified	☒	N NA
14. Program user-friendly, easy to read, understand	☒	N NA

TECHNICAL QUALITY		
15. Instructional text formatted/sized for easy reading	☒	N NA
16. Students easily operate program independently	☒	N NA
17. Relevant computer capabilities used	☒	N NA
18. Program reliable and student-proof	☒	N NA
19. Adequate error trapping	☒	N NA
20. Easy escape from program provided	☒	N NA
21. Record keeping/printouts of student progress	☒	N NA

22. Manuals available and user-friendly	☒	N	NA
23. Clear operating instructions and trouble shooting	☒	N	NA
24. Constant reference to documentation unnecessary	☒	N	NA
25. Table of Contents, Index, Glossary of Terms provided	☒	N	NA

Appendix C

Software Evaluations

Practicum Software Evaluation Form

AUTHOR: Microsoft Corporation

TITLE: Creative Writer

CHECK ALL THAT APPLY

☐ Academic Game ☐ Test/Diagnostic
☐ Drill and Practice ☐ Tutorial
☐ Simulation ☐ Administrative
 ☒ Other

LEVEL: ☐ Preschool ☒ K-3 ☒ 4-6 ☒ 6-8 ☐ 9-12 ☐ Adult

PURPOSE: ☐ Remediation ☒ Developmental ☒ Enrichment

HARDWARE: Computer: 386 K Ram required: 4 MB Color: ☒ Y ☐ N

CD ROM ☐ Number of Drives: 3, 5 Printer: ☒ Y ☐ N Other: _____

CONTENT

	Circle Rating
1. Program has educational value	☒ Y ☐ N ☐ NA
2. Grammar accurate and free of syntax errors	☒ Y ☐ N ☐ NA
3. Stereotype-free (race, ethnic, sex, etc.)	☒ Y ☐ N ☐ NA
4. Content adaptable to varied instructional strategies	☒ Y ☐ N ☐ NA

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	☒ Y ☐ N ☐ NA
6. Defined purpose achieved	☒ Y ☐ N ☐ NA
7. Presentation of content clear and logical	☒ Y ☐ N ☐ NA
8. Level of difficulty appropriate for target audience	☒ Y ☐ N ☐ NA
9. Sequence organized for developmental steps	☒ Y ☐ N ☐ NA
10. Graphics, color, sound appropriate for instruction	☒ Y ☐ N ☐ NA
11. User controls sequence of presentation	☒ Y ☐ N ☐ NA
12. Program controls the sequence	☒ Y ☐ N ☐ NA
13. Entry level prerequisites specified	☒ Y ☐ N ☐ NA
14. Program user-friendly, easy to read, understand	☒ Y ☐ N ☐ NA

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading	☒ Y ☐ N ☐ NA
16. Students easily operate program independently	☒ Y ☐ N ☐ NA
17. Relevant computer capabilities used	☒ Y ☐ N ☐ NA
18. Program reliable and student-proof	☒ Y ☐ N ☐ NA
19. Adequate error trapping	☒ Y ☐ N ☐ NA
20. Easy escape from program provided	☒ Y ☐ N ☐ NA
21. Record keeping/printouts of student progress	☒ Y ☐ N ☐ NA

DOCUMENTATION

22. Manuals available and user-friendly	☒ Y ☐ N ☐ NA
23. Clear operating instructions and trouble shooting	☒ Y ☐ N ☐ NA
24. Constant reference to documentation unnecessary	☒ Y ☐ N ☐ NA
25. Table of Contents, Index, Glossary of Terms provided	☒ Y ☐ N ☐ NA

Appendix C

Software Evaluations

Practicum Software Evaluation Form

AUTHOR: Logo Computer Systems Inc.
 TITLE: Logo Writer

CHECK ALL THAT APPLY

☒ Academic Game ☐ Test/Diagnostic
☐ Drill and Practice ☐ Tutorial
☒ Simulation ☐ Administrative
☒ Other

LEVEL: ☒ Preschool ☒ K-3 ☒ 4-6 ☒ 6-8 ☒ 9-12 ☒ Adult

PURPOSE: ☐ Remediation ☒ Developmental ☒ Enrichment

HARDWARE: Computer: Apple or IBM K Ram required: 512K Color: ☒ Y ☐ N

CD ROM ☐ no Number of Drives: 1 Printer: ☒ Y ☐ N Other: _____

CONTENT

	Circle Rating
1. Program has educational value	☒ Y ☐ N ☐ NA
2. Grammar accurate and free of syntax errors	☒ Y ☐ N ☐ NA
3. Stereotype-free (race, ethnic, sex, etc.)	☒ Y ☐ N ☐ NA
4. Content adaptable to varied instructional strategies	☒ Y ☐ N ☐ NA

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	☒ Y ☐ N ☐ NA
6. Defined purpose achieved	☒ Y ☐ N ☐ NA
7. Presentation of content clear and logical	☒ Y ☐ N ☐ NA
8. Level of difficulty appropriate for target audience	☒ Y ☐ N ☐ NA
9. Sequence organized for developmental steps	☒ Y ☐ N ☐ NA
10. Graphics, color, sound appropriate for instruction	☒ Y ☐ N ☐ NA
11. User controls sequence of presentation	☒ Y ☐ N ☐ NA
12. Program controls the sequence	☒ Y ☐ N ☐ NA
13. Entry level prerequisites specified	☒ Y ☐ N ☐ NA
14. Program user-friendly, easy to read, understand	☒ Y ☐ N ☐ NA

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading	☒ Y ☐ N ☐ NA
16. Students easily operate program independently	☒ Y ☐ N ☐ NA
17. Relevant computer capabilities used	☒ Y ☐ N ☐ NA
18. Program reliable and student-proof	☒ Y ☐ N ☐ NA
19. Adequate error trapping	☒ Y ☐ N ☐ NA
20. Easy escape from program provided	☒ Y ☐ N ☐ NA
21. Record keeping/printouts of student progress	☒ Y ☐ N ☐ NA

DOCUMENTATION

22. Manuals available and user-friendly	☒ Y ☐ N ☐ NA
23. Clear operating instructions and trouble shooting	☒ Y ☐ N ☐ NA
24. Constant reference to documentation unnecessary	☒ Y ☐ N ☐ NA
25. Table of Contents, Index, Glossary of Terms provided	☒ Y ☐ N ☐ NA

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Appendix C

Software Evaluations

Practicum Software Evaluation Form

AUTHOR: Random House/Broderbund Company

TITLE: Living Book (Little Monster at School, Arthur's Teacher Trouble, The Tortoise and the Hare, Harry and the Haunted House)

CHECK ALL THAT APPLY and the Haunted House)

☒ Academic Game ☐ Test/Diagnostic
☐ Drill and Practice ☐ Tutorial
☒ Simulation ☐ Administrative
 ☒ Other

LEVEL: ☒ Preschool ☒ K-3 ☒ 4-6 ☐ 6-8 ☐ 9-12 ☐ Adult

PURPOSE: ☐ Remediation ☒ Developmental ☒ Enrichment

HARDWARE: Computer: MacIntosh/IBM K Ram required: 4 MB Color: ☒ Y ☐ N

CD ROM ☒ Number of Drives: 2 Printer: Y ☒ ☐ N Other: _____

CONTENT

	Circle Rating
1. Program has educational value	☒ Y ☐ N ☐ NA
2. Grammar accurate and free of syntax errors	☒ Y ☐ N ☐ NA
3. Stereotype-free (race, ethnic, sex, etc.)	☒ Y ☐ N ☐ NA
4. Content adaptable to varied instructional strategies	☒ Y ☐ N ☐ NA

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	☒ Y ☐ N ☐ NA
6. Defined purpose achieved	☒ Y ☐ N ☐ NA
7. Presentation of content clear and logical	☒ Y ☐ N ☐ NA
8. Level of difficulty appropriate for target audience	☒ Y ☐ N ☐ NA
9. Sequence organized for developmental steps	☒ Y ☐ N ☐ NA
10. Graphics, color, sound appropriate for instruction	☒ Y ☐ N ☐ NA
11. User controls sequence of presentation	☒ Y ☐ N ☐ NA
12. Program controls the sequence	☒ Y ☐ N ☐ NA
13. Entry level prerequisites specified	☒ Y ☐ N ☐ NA
14. Program user-friendly, easy to read, understand	☒ Y ☐ N ☐ NA

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading	☒ Y ☐ N ☐ NA
16. Students easily operate program independently	☒ Y ☐ N ☐ NA
17. Relevant computer capabilities used	☒ Y ☐ N ☐ NA
18. Program reliable and student-proof	☒ Y ☐ N ☐ NA
19. Adequate error trapping	☒ Y ☐ N ☐ NA
20. Easy escape from program provided	☒ Y ☐ N ☐ NA
21. Record keeping/printouts of student progress	☒ Y ☐ N ☐ NA

DOCUMENTATION

22. Manuals available and user-friendly	☒ Y ☐ N ☐ NA
23. Clear operating instructions and trouble shooting	☒ Y ☐ N ☐ NA
24. Constant reference to documentation unnecessary	☒ Y ☐ N ☐ NA
25. Table of Contents, Index, Glossary of Terms provided	☒ Y ☐ N ☐ NA

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Appendix C

Software Evaluations

Practicum Software Evaluation Form

AUTHOR: Q Toucan - Queue Inc.

TITLE: Monsters & Make-Believe

CHECK ALL THAT APPLY

☒ Academic Game ☐ Test/Diagnostic
☐ Drill and Practice ☐ Tutorial
☐ Simulation ☐ Administrative
 ☒ Other

LEVEL: ☐ Preschool ☒ K-3 ☒ 4-6 ☐ 6-8 ☐ 9-12 ☐ Adult

PURPOSE: ☐ Remediation ☒ Developmental ☐ Enrichment

HARDWARE: Computer: IBM or Apple K Ram required: 640 Color: (Y) N

CD ROM ☐ Number of Drives: 3.5 Printer: (Y) N Other: _____

CONTENT

	Circle	Rating
1. Program has educational value	(Y)	N NA
2. Grammar accurate and free of syntax errors	(Y)	N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y)	N NA
4. Content adaptable to varied instructional strategies	(Y)	N NA

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	(Y)	N NA
6. Defined purpose achieved	(Y)	N NA
7. Presentation of content clear and logical	(Y)	N NA
8. Level of difficulty appropriate for target audience	(Y)	N NA
9. Sequence organized for developmental steps	(Y)	N NA
10. Graphics, color, sound appropriate for instruction	(Y)	N NA
11. User controls sequence of presentation	(Y)	N NA
12. Program controls the sequence	(Y)	N NA
13. Entry level prerequisites specified	(Y)	N NA
14. Program user-friendly, easy to read, understand	(Y)	N NA

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading	(Y)	N NA
16. Students easily operate program independently	(Y)	N NA
17. Relevant computer capabilities used	(Y)	N NA
18. Program reliable and student-proof	(Y)	N NA
19. Adequate error trapping	(Y)	N NA
20. Easy escape from program provided	(Y)	N NA
21. Record keeping/printouts of student progress	(Y)	N NA

DOCUMENTATION

22. Manuals available and user-friendly	(Y)	N NA
23. Clear operating instructions and trouble shooting	(Y)	N NA
24. Constant reference to documentation unnecessary	(Y)	N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y)	N NA

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Appendix C

Software Evaluations

Practicum Software Evaluation Form

AUTHOR: Microsoft Corporation

TITLE: Windows 3.1

CHECK ALL THAT APPLY

☐ Academic Game ☐ Test/Diagnostic
☐ Drill and Practice ☐ Tutorial
☐ Simulation ☒ Administrative
 ☒ Other

LEVEL: ☐ Preschool ☒ K-3 ☒ 4-6 ☒ 6-8 ☒ 9-12 ☒ Adult

PURPOSE: ☐ Remediation ☒ Developmental ☐ Enrichment

HARDWARE: Computer: IBM K Ram required: 4 MB Color: ☒ Y ☐ N

CD ROM ☐ Number of Drives 3.5 Printer: ☒ Y ☐ N Other: _____

CONTENT

	Circle	Rating
1. Program has educational value	☒ Y	N NA
2. Grammar accurate and free of syntax errors	☒ Y	N NA
3. Stereotype-free (race, ethnic, sex, etc.)	☒ Y	N NA
4. Content adaptable to varied instructional strategies	☒ Y	N NA

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	☒ Y	N NA
6. Defined purpose achieved	☒ Y	N NA
7. Presentation of content clear and logical	☒ Y	N NA
8. Level of difficulty appropriate for target audience	Y	N ☒ NA
9. Sequence organized for developmental steps	Y	N ☒ NA
10. Graphics, color, sound appropriate for instruction	☒ Y	N NA
11. User controls sequence of presentation	☒ Y	N NA
12. Program controls the sequence	☒ Y	N NA
13. Entry level prerequisites specified	☒ Y	N NA
14. Program user-friendly, easy to read, understand	☒ Y	N NA

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading	☒ Y	N NA
16. Students easily operate program independently	☒ Y	N NA
17. Relevant computer capabilities used	☒ Y	N NA
18. Program reliable and student-proof	☒ Y	N NA
19. Adequate error trapping	☒ Y	N NA
20. Easy escape from program provided	☒ Y	N NA
21. Record keeping/printouts of student progress	Y	☒ N NA

DOCUMENTATION

22. Manuals available and user-friendly	Y	N ☒ NA
23. Clear operating instructions and trouble shooting	Y	N ☒ NA
24. Constant reference to documentation unnecessary	Y	N ☒ NA
25. Table of Contents, Index, Glossary of Terms provided	Y	N ☒ NA

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Appendix D
Daily Log of Activities

Appendix D

Daily Log of Activities

June 19, 1995 (Monday)

- * Introduction of staff
- * Orientation to computer lab, and the activities the students will be doing
- * Attendance and lunch selections
- * Play a game to remember the students' names
- * Division into three groups
- * Introduction to Windows 3.1
- * Introduction to Logowriter
- * Introduction to Monsters & Make-Believe
- * Group work on computer poster
- * Lunch
- * Living Books: Little Monster at School

June 20, 1995 (Tuesday)

- * Attendance and lunch selections
- * Swimming
- * Review of rules
- * Computer attitude Presurvey administered
- * Windows 3.1 Presurvey administered
- * Logo Presurvey administered
- * Group activity on direction (Logo) administered
- * Microsofft Windows 3.1
- * LogoWriter
- * Monsters & Make-Believe
- * Lunch
- * Living Books: Little Monster at School

June 21, 1995 (Wednesday)

- * Attendance and lunch selections
- * Swimming
- * Video games
- * Pagemaker Presurvey administered

Appendix D
Daily Log of Activities

June 21, 1995 (Wednesday)

- * Students divided into for groups
 - Mice
 - Printers
 - Harddrives
 - Icons
- * Groups rotate to
 - Microsoft Windows 3.1
 - PageMaker and Creative Writer
 - LogoWriter
 - Monsters & Make-Believe
- * Lunch
- * Living Books: Little Monster at School

June 22, 1995 (Thursday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
 - Microsoft Windows 3.1
 - LogoWriter
 - Monsters & Make-Believe
 - PageMaker and Creative Writer
- * Lunch
- * Computer Literacy Booklet
- * Living Books: Little Monster at School

June 23, 1995 (Friday)

- * Field Trip - Publix

June 26, 1995 (Monday)

- * Attendance and lunch selections
- * Swimming

Appendix D
Daily Log of Activities

June 26, 1995 (Monday)

- * Groups rotate to
Microsoft Windows 3.1
LogoWriter
PageMaker
Monsters & Make-Believe
- * Computer Literacy Booklet
- * Living Books: Little Monster at School

June 27, 1995 (Tuesday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
LogoWriter
Grammar Games
Monsters & Make-Believe
- * Computer Literacy Booklet
- * Living Books: Little Monster at School

June 28, 1995 (Wednesday)

- * Field Trip - Science Museum

June 29, 1995 (Thursday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
LogoWriter
Interviewed staff members, students for
magazine and worked with Grammar Games
- * Computer Literacy Booklet
- * Living Books: Arthur's Teacher

Appendix D

Daily Log of Activities

June 30, 1995 (Friday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
LogoWriter
Interviewed staff members, students for
magazine and worked with PageMaker
- * Computer Literacy Booklet
- * Living Books: Arthur's Teacher

July 3, 1995 (Monday)

- * No implementation - author was ill

July 4, 1995 (Tuesday)

- * Holiday - Independence Day

July 5, 1995 (Wednesday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
LogoWriter
Monsters & Make-Believe
PageMaker-put magazine together
- * Lunch
- * Computer Literacy Booklet
- * Living Books: Arthur's Teacher

Appendix D

Daily Log of Activities

July 6, 1995 (Thursday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
Pagemaker put finishing touches to magazine
- * Lunch
- * Computer Literacy Booklet
- * Living Books: Arthur's Teacher

July 7, 1995 (Friday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
- * Magazine is now finished
- * Lunch
- * Computer Literacy Booklet
- * Living Books: Arthur's Teacher
- * Session one is now over

July 10, 1995 (Monday)

- * Introduction of staff
- * Orientation to computer lab, and the activities the students will be doing
- * Attendance and lunch selections
- * Swimming
- * Pagemaker Presurvey administered
- * Name association activity
- * Students divided into four groups
 - Mice
 - Printers
 - Harddrives
 - Icons

Appendix D

Daily Log of Activities

July 10, 1995 (Monday)

- * Groups rotate to
Grammar Games
LogoWriter
Monsters & Make-Believe
- * Lunch
- * Logo Presurvey administered
- * Attitude Presurvey administered
- * Living Books: Arthur's Teacher

July 11, 1995 (Tuesday)

- * Field Trip - Skate and Putt

July 12, 1995 (Wednesday)

- * Attendance and lunch selections
- * Swimming
- * Video Games
- * Windows 3.1 Presurvey administered
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
Creative Writer and Grammar Games
- * Lunch
- * Living Books: Harry and the Haunted House

July 13, 1995 (Thursday)

- * Attendance and lunch selections
- * Swimming
- * Art Activities

Appendix D

Daily Log of Activities

July 13, 1995 (Thursday)

- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
Creative Writer and Grammar Games
- * Lunch
- * Living Books: Harry and the Haunted House

July 14, 1995 (Friday)

- * Attendance and lunch selections
- * Swimming
- * Art Activities
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
Creative Writer and Grammar Games
- * Lunch
- * Living Books: Harry and the Haunted House

July 17, 1995 (Monday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
Creative Writer and Grammar Games
- * Lunch
- * Living Books: Willy Wabbit

Appendix D

Daily Log of Activities

July 18, 1995 (Tuesday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
LogoWriter
Creative Writer and Grammar Games
- * Lunch
- * Living Books: Willy Wabbit

July 19, 1995 (Wednesday)

- * Attendance and lunch selections
- * Swimming
- * Video option
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
Creative Writer and Grammar Games
- * Lunch
- * Living Books: Willy Wabbit

July 20, 1995 (Thursday)

- * Attendance and lunch selections
- * Swimming
- * Art option
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
Interviewed staff members, students for
magazine and worked with Grammar Games
- * Lunch
- * Living Books: Willy Wabbit

Appendix D

Daily Log of Activities

July 21, 1995 (Friday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
Interviewed staff members, students for
magazine and worked with Grammar Games
- * Lunch
- * Living Books: Willy Wabbit

July 24, 1995 (Monday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
PageMaker-put magazine together
- * Lunch
- * Living Books: Willy Wabbit

July 25, 1995 (Tuesday)

- * Field Trip - BlockBuster

July 26, 1995 (Wednesday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter

Appendix D

Daily Log of Activities

July 26, 1995 (Wednesday)

- * PageMaker-finish putting magazine together
- * Lunch
- * Living Books: Willy Wabbit

July 27, 1995 (Thursday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
LogoWriter
Pagemaker put finishing touches to magazine
- * Lunch
- * Living Books: Willy Wabbit

July 28, 1995 (Friday)

- * Attendance and lunch selections
- * Swimming
- * Groups rotate to
Microsoft Windows 3.1
Monsters & Make-Believe
LogoWriter
- * Magazine is now finished
- * Lunch
- * Living Books: Willy Wabbit
- * Session two is now over

Appendix E
Presurvey/Postsurvey

Appendix E
Presurvey/Postsurvey

Name _____

Age _____

Grade _____

There are three sentences and 10 errors in the story.
Find the missing periods, capital letters,
question marks, and commas.

mr clifford is running down the street where is
he going there is a monkey a big red dog and a
cat



Appendix F
Lesson Plan

Appendix F

Lesson Plan

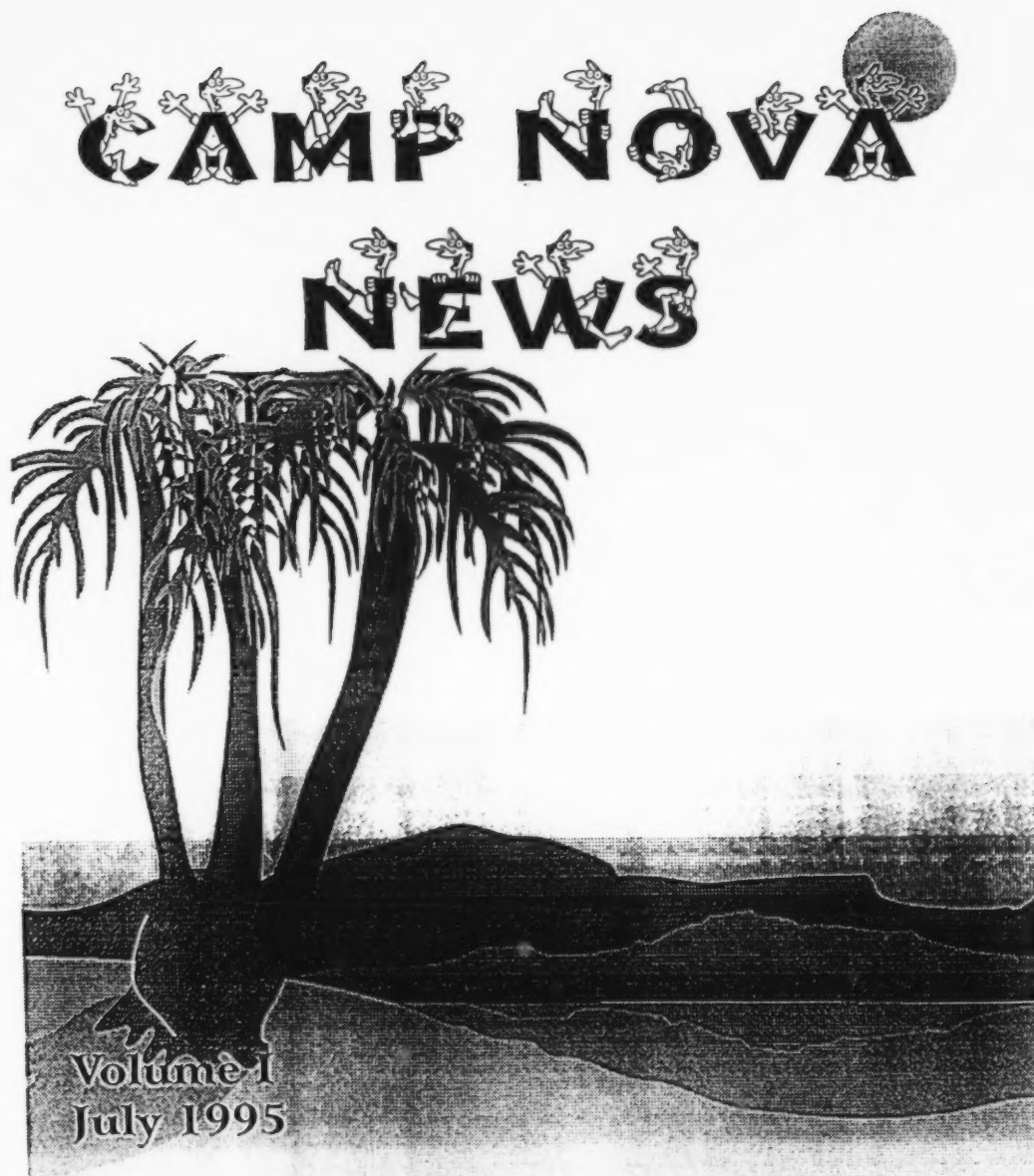
- A. Objective: Use the mouse to select commands from menus.
- B. Evaluation Plan: Finished magazine in practicum objective three format.
- C. Instructional Events

Instructional Event	Activities
1. Gain attention	Show several examples of magazine that primary students would enjoy.
2. Inform learner of objective	Make a statement like, "double-clicking is used to start <u>PageMaker 5.0.</u> "
3. Stimulate recall	Double-click on <u>PageMaker 5.0</u> icon to start the program from <u>Windows.</u>
4. Present stimulus material	Using the mouse, click on the word file on the pull-down menu bar. Demonstrate new command and starting a magazine.
5. Provide learning guidance	Walk students through starting a new magazine. Guide students on the different menu pull-down features.
6. Elicit performance	Have each student start a new publication page.
7. Provide feedback	Walk around and assist students on publication page.
8. Assess performance	Correct <u>PageMaker</u> screen should be on student's monitor.
9. Enhance retention/transfer	Daily work on magazine.

Appendix G

Nova News Vol. I

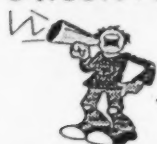
Appendix G
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Appendix G

Nova News Vol. I

Director's Corner

7/7/94

Tom Guiton
Director, Camp Nova

Dear Camp Nova Parents and Staff:

Looking back on the first session of Camp Nova '95 is a very pleasant task. Probably the thing that comes to mind is "smiles". I don't think I have ever seen so many smiles in one place. Smiles on campers as they went about the task of having fun in our camp programs, at our special presentations, going on fieldtrips, and during out campwide activities. Smiles on counselors as they went about their tasks of presenting great programs for their campers and smiles of pride as they watched their campers being successful, cooperative, and having a great time. Smiles on parents as they related to me how much fun their campers were having, and because of all this, smiles on the office personnel as our first session went so smoothly. We are looking forward to an even more fun second session and even more "SMILES".

**EDITOR'S NOTE**

BY: HUGO REINER

6-28-95

Dear Campers and Parents,

It is a pleasure to write to you in this edition of "Nova News". I would like to thank all the campers, parents, and staff who helped with this magazine. I have talked with some of the campers about the camp and they all said that they really enjoy this camp. I have met a whole lot of new campers who are really excited about our camp.

In this edition of "Nova News" you will be reading some comments about the camp from a few parents in our newest section, "Parents' Corner". Till next time, keep reading (and writing).

Sincerely,
Hugo Reiner..Editor



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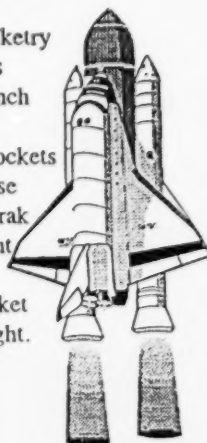
BY: KATIE DRISCOLL

Playing tennis in camp is lots of fun. You can become fit in a fun way. You learn to have good eye/hand coordination and you also become more aware of your actions. We start camp at about 9:00 in the morning and end between 10:30 and 11:00 in the afternoon. Between those times we play games of tennis and learn basic skills like backhand shots or slam shots. We learn to be quick and always on your feet ready to hit the ball. This camp is one of the best at Camp Nova, only because we have so much fun!!!

SPACE AND
ROCKETRY

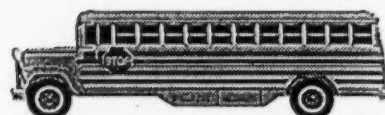
BY: HUGO REINER

Space and Rocketry is a camp that allows kids to build and launch model rockets. We usually launch the rockets on Friday, and we use a device called Altitrak to measure the height of each flight. We use different rocket engines for each flight.



The Best Fieldtrips

by Jenna Rogers



- 1 World of Fun- Science Museum
- 2 Science and Ecology- Graves Museum
- 3 Video Production- Graves Museum
- 4 Dance- Publix
- 5 Cheerleading- Publix
- 6 M and M's the movie Heavy Weights
- 7 Drama- Science Museum
- 8 Softball, Basketball- Science Museum
- 9 Art- Graves Museum
- 10 Skittles- High Touch High Tech



REACHING OUT

By: Nicole Weltman

Hi, I'm Nicole Weltman and I interviewed Reaching out counselors. They are Miss Jody, Miss Angela, Miss Susan and Miss Marlene. I asked five questions:

1. Do you enjoy working with the little kids?
2. Why do you want to work with the little kids?
3. Are you used to little kids?
4. Do you think the kids are happy here?
5. Are you happy you chose this?

For 1, 3, 4, and 5 all the counselors answered yes. For 2 all the counselors answered that it was because they liked little kids. Well, that's all for Reaching Out.

Appendix G

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MY FAVORITE
PET

BY ALEX EDELSBURG

My name is Alex. My favorite pet is Speedy. Speedy is a cockateel. Speedy is yellow with patches of peach.

MY FAVORITE
PET

BY CHRIS ZIEMAK

My dog's name is Tiney Blue. Tiney is a girl. She is white and light brown all over. She is a mixed breed dog.

THE PET I WOULD
LIKE

BY ERIC RODRIGUEZ

I would like a pet. I would like a turtle. If I get a turtle it will not go in my fish tank. Turtles rest on rocks and fish.



MY FAVORITE PET

BY JENNA ROSENFELD

I have a pet named Sharon. She is five months old. She is a dog and knows lots of tricks like come, down, and sit.

MY PET
DACHSHUNDBY JEREMY
SMITH

My favorite pet is my dachshund, Casey. My other dog was a Labrador retriever, Garbo. When I play my saxophone Casey barks. I really enjoy my dog.



MY FAVORITE PET

BY JONATHAN
GRILLI

My favorite pet is a dog. I love dogs because they are cuddly and playful. My favorite breed of dog is a golden retriever. I like golden retrievers because they have a nice personality.

TROUBLEMAKER
BAY

BY JUSTIN COHEN

My name is Justin. My favorite pet is a cat. I have a cat at home. It's two years old. He likes to jump and hide from people he doesn't know. We call him Troublemaker Bay. Is that a clue?



LADY AND TIGER

BY KELSI CANAVAN

My pet's names are Lady and Tiger. Lady is a dog. Tiger is a cat. Lady is a golden retriever.

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MY FAVORITE PET

BY KEVIN
RAFFERTY

My favorite animal that I have is my cat. She always sleeps in the day time. She stretches a lot. She loves being a pet. She is very smart.

MY FAVORITE PET

BY SASHA
BARTNOVSKY

My favorite pet is rabbits because rabbits are fun to play with. There are many color of rabbits. Rabbits have small have small fluffy tails

INTERVIEW OF
RENEE NAIM

BY JENNA ROSENFELD

I interviewed Renee. I worked with her in computers. We worked with her in Logo. We designed houses and stars and other things. She likes the kids and working with computers. She thinks the really interesting things in camp are robotics, Lego Logo, computers, and many other things like oceanography. She likes to work on a pottery wheel and to make paintings.

ARTIST
JACQUELINE

BY JUSTIN COHEN

Jacqueline is an artist. She likes the art world. Her hobby is art.

INTERVIEW OF
JENNA

BY JUSTIN COHEN

Jenna is in World of Fun camp. She likes swimming. Her hobby is playing with her doll.

INTERVIEW OF
SERITA

BY JUSTIN COHEN

Serita is in Dance. She likes dance. Her hobby is TV.

MATHEW'S ARCADE

BY JUSTIN COHEN

Mathew is in the World of Fun camp. He loves learning about different places and things they do. His favorite activity in the camp is the arcade. In his spare time he enjoys being at the pool.

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INTERVIEW OF
PENNY SAYERS

BY ALEX EDELSBURG

I interviewed Penny Sayers in the lunchroom. She is the director of computer camp. She likes Logo, PageMaker, Windows, Monsters and Make-Believe, and Living Books. Her hobbies are scuba, reading, traveling, and computer activities.

INTERVIEW OF
MICHELLE

BY JUSTIN COHEN

I interviewed Michelle. Michelle is in the sports camp. Her favorite thing that she likes about the camp is the arcade. Her best liked activities are soccer, hockey, and channel surfing.

INTERVIEW OF
ZACAK

BY JUSTIN COHEN

I interviewed Zacak. He is in the World of Fun Camp. His most favorite activities are sports and watching TV.

INTERVIEW OF
KATIE

BY JUSTIN COHEN

Katie enjoys the Ecology/Science camp. We do fun things with microscopes, magnifiers, and scavenger hunts. Katie enjoys being at camp this summer.

INTERVIEW OF
MARGARITA J.
LEON

BY KEVIN RAFFERTY

I interviewed a friend by the name of Margarita J. Leon. She is in the Strategy Zone and World of Fun camps. She likes the fact that the campers are learning a lot about different countries while they are having fun. They studied North America the first week.

INTERVIEW OF
SUSAN TURNER

BY DINAH JEAN

I interviewed Susan Turner. Susan is a teacher in computer camp. Her favorite thing in camp is the campers and all the different activities. Susan thinks the best activities are Windows, LogoWriter, PageMaker, Monsters and Make-Believe, and Living Books. Susan is from Orlando and teaches at a Community College. In her spare time Susan enjoys traveling, going to the beach, and rollerskating.

INTERVIEW OF
NANCY YON

BY JONATHAN GRILLI

Nancy Yon is the friend that I interviewed. She enjoys the computer camp that she is working in as part of her graduate practicum. She enjoys very much the campers. Normally during the school year she only works with high school students. The camp is a nice change because the campers are easy to get along with. Nancy teaches math in Palm Beach County at Wellington High.

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INTERVIEW OF JILL
CARR

BY JUSTIN COHEN

Jill is one of the directors of the computer camp. Jill is a science teacher at the University School. She loves seeing the excitement in the campers' faces as they learn new programs or new ways of using a graphic program. She enjoys the video storybook. Her hobby is discovering new uses for computer technology in education.

INTERVIEW OF
RACHEL
SAMANTHA COHN

BY JUSTIN COHEN

Rachel is 6 years old and is in the Advanced Reaching Out and the M&M's camps. She loves to go see science experiments, color, and go to the movies. Rachel also enjoys collecting stickers and playing Chinese jump rope with her friends. She was born in Florida on May 18, 1989. She lives with her Mom, Dad, and Sister. Her sister's name is Emily, and she is three and a half. Rachel goes to Nova Eisenhower and will be in the 1st grade next year. Her favorite color is pink, and her favorite foods are cookies and cake. Rachel wants to be a ballerina when she grows up.

INTERVIEW OF
KELSI

BY JUSTIN COHEN

Kelsi is one of the campers in the World of Fun camp. She loves to play games and things at camp. When she has free time she likes to use her computer.

TEAM SPIRITED
GREGG LEBLANC

BY RORY ROSEMAN

Gregg LeBlanc is in the sports camp. He enjoys seeing the campers work together as a team to reach a common goal. His favorite activities of the sports camp are soccer and hockey. Gregg is a college student majoring in psychology. His hobbies are playing classical and electric guitar.

INTERVIEW OF
KAREN DUBIN

BY KELSI CANAVAN

Karen is in the drama camp. She is a fourth grade teacher at the University School and has just completed her 15th year. For 10 of those years she was the resource teacher for third through sixth grades. Karen is originally from New York and has been married for 25 years to the same man. They have two sons. Greg is 22 years old, and Josh is 20 years old. Both of her sons attend Florida State University. Her hobbies are making earrings, painting, and gourmet cooking. She likes the fact that the campers seem to really enjoy working on different dramatic activities and performing in final productions. Karen enjoys playing different drama games (murder, fruit) and creating scenery for final productions.

INTERVIEW OF
DANIELLE

BY JUSTIN COHEN

Danielle goes to the World of Fun and the Art camp. She enjoys swimming and loves to do art and stuff at camp. When she isn't at camp she likes to watch TV.

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Appendix G
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PARENTS' CORNER

BY: HUGO REINER

How do you feel about Camp Nova?

Jim Almeroth-Jaime: This camp is great and I feel it's the best.

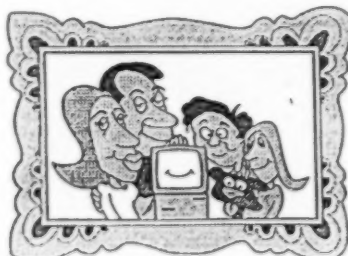
Lynn Bartnovsky-Sasha, Matt: I love Camp Nova and its a super camp.

Marla Oxenhandler-Ricky, Lia: My children are very happy here.

Michelle Larvenz-Michael: This is a fantastic camp and I love it.

Brenda Konieczny-Megan: This is a super camp and gives the kids a variety of things to do.

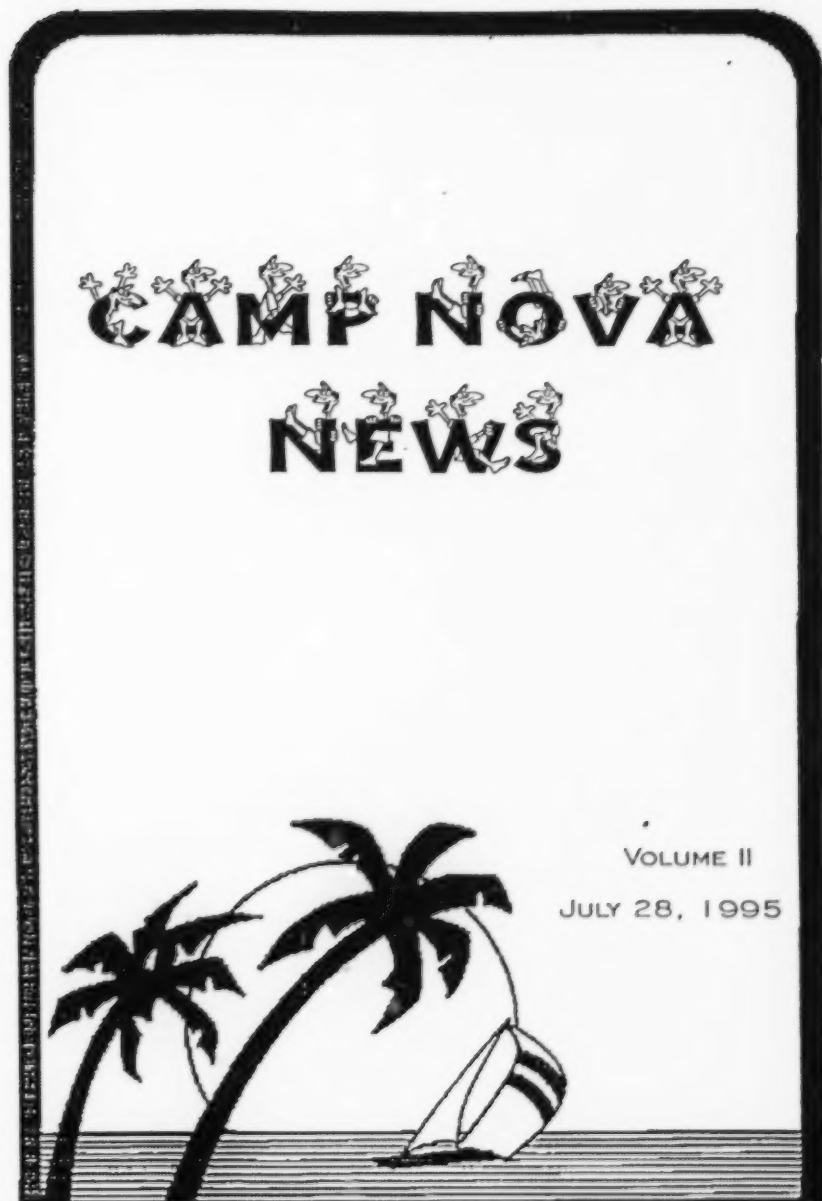
Jeanette Payton-Mark: This camp is a lot of fun for the campers.



Appendix H
Nova News Vol. II

Appendix H

Nova News Vol. II



Appendix H

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Camp Nova

By Dean Lazar

At camp nova I like Swimming the best. When I go to the swimming pool I go on the diving board. I go on the slide. I have races. Also I help my mom with swimming lessons. There are three pools: the regular pool, the diving and sliding pool, and the little pool.

BEST FIELDTRIPS

BY: NICOLE WELTMAN

Hi, I'm NICOLE WELTMAN with the best FIELDTRIPS

- 1 World of Fun: Skate Put
 - 2 Tennis: Pizza Hut
 - 3 Dance: Skate Put
 - 4 Life Savers Dairy Farm
 - 5 Softball/basketball Pizza Hut
- Bye For Now!!!

Camp Nova Computer
Camp

By Diane.D

I picked computer camp because I am interested in computers and I wanted to learn more about them. And I think I made a good choice. My favorite games are Video Jam and Kid Cuts. I have a sister in this camp too she is in Advanced Reaching Out. At my house I have a computer to it is a IBM. One other reason why I picked computer camp was because I wanted to learn more about windows to. At this camp they have a Swimming Pool, an Arcade, plus in the Diving pool we have a slide and a diving board, they are fun! The counselors are Carol, Tom, George and Kevin. They are nice. And They always help you when you need it. This helps me when I don't know something. And so far I'm happy!

Computer Camp

By Ryan Jacobs

Computer Camp is fun. We do America Online and Video Jam. Video jam is a program where you invent your own music video with special effects. We play games like crystal caves and Treasure Math Storm. We also go on field trips. We go to places like Block buster and Skate and Putt. We go swimming at 2:10 and get out of camp at 3:30. I think I will come to this camp next summer.



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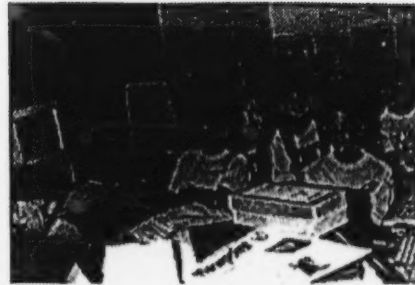
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COMPUTER CAMP

By Suzanne Zagury

Computer camp is fun because you get to work with computers. It is also good because you get to play games. I have one sister in Advanced Reaching Out. When she gets in core camp I hope she picks computer camp. At my house I have a IBM computer. When I work on it, it never works. Sometimes it works but it usually does not. I really have a fun in computer camp. Next session I am taking video production and dance. This is the best year of my life.

The people that work here are Kevin, Carol, Tom, and George. One thing I did is Video Jam and Kidcuts.



CAMP NOVA

BY: BETH

I PICKED CAMP NOVA BECAUSE IT WAS THE ONLY ONE AVAILABLE. I PICKED COMPUTERS BECAUSE I HAVE A COMPUTER AND I WANT TO LEARN MORE ABOUT DIFFERENT COMPUTERS. I ALSO CHOOSE DANCE. IT IS LOTS OF FUN! YOU GET TO LEARN ABOUT 5 DANCES IN ONLY 3 WEEKS! THEY ALSO HAVE SPORTS AND COMPUTERS, DANCE, KARATE, DRAMA, ARTS AND CRAFTS, TENNIS, VIDEO PRODUCTION. THEY ALSO HAVE A VIDEO ARCADE AND PLUS WE HAVE A SWIMMING POOL. I DON'T KNOW A LOT ABOUT COMPUTERS SO THAT'S WHY I PICKED COMPUTERS. I WAS IN THE THIRD GRADE BUT NOW I AM IN THE FOURTH GRADE. I AM SO HAPPY THAT MY MOM PICKED CAMP NOVA. FOR THE FIFTH GRADE IN SEPTEMBER I WILL TAKE A TEST TO SEE IF I COULD BE IN THE FIFTH GRADE. THE END!!

Computer Camp

by: David Reichel

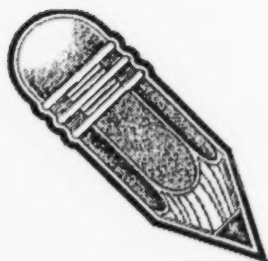
Computer camp is exciting to me because you learn about Windows and at the same time you also can play computer games on your free time. My favorite games are Video Jam and Treasure Mountain. Some people think Computer Camp is boring, but there in for a surprise once they try this camp.

There is a lot of fun and activity. At my house I have a AST Intel and in this computer there are many programs you can try. In computer camp there is a program that allows you to make a video literally on the computer and then transfer the video to a video cassette so you can watch it at home on your VCR. So go ahead and give this camp a chance. Find it out yourself.

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INTERVIEW OF RAEGAN

BY JILLIAN REINER

Raegan is in the cheerleading camp. She likes her friends and the cheers. She goes to the University School during the normal school year and loves horse backriding.

INTERVIEW OF MONICA MCMANUS

BY LAUREN KATZ

I interviewed the cheerleading camp director. She likes making friends like Jillian and Lauren. Her favorite activities are swimming, dancing, and making a lot of noise. The hobbies that she likes best are cheerleading, dancing, making art projects, and having fun.

INTERVIEW OF GREGG LEBLANC

BY YVES JODESTY

Gregg is in the sports camp. He likes the campers the best. The activities he likes are soccer, football, hockey, and basketball. Gregg is currently going to college, and he enjoys guitar.

INTERVIEW OF SUSAN TURNER

BY JEREMY SMITH

I interviewed Susan Turner. Susan is a teacher in computer camp. Her favorite thing in camp is the campers and all the different activities. Susan thinks the best activities are Windows, LogoWriter, PageMaker, Monsters and Make-Believe, and Living Books. Susan is from Orlando and teaches at a Community College. In her spare time Susan enjoys traveling, going to the beach, and rollerskating.

INTERVIEW OF NANCY YON

BY ALEX EDELSBURG

Nancy Yon is the friend that I interviewed. She enjoys the computer camp that she is working in as part of her graduate practicum. She enjoys very much the campers. Normally during the school year she only works with high school students. The camp is a nice change because the campers are easy to get along with. Nancy teaches math in Palm Beach County at Wellington High.

INTERVIEW OF MARGARITA LEON

BY JUSTIN ELLIS

Margarita is the director of strategy zone camp. She likes having fun with the campers. In strategy zone camp there are game championships. She is from Cuba. She teaches Spanish at University School.

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INTERVIEW OF
ANDREW SHUTTER

BY ALEX GALLETTA

Andrew is in the softball/basketball camp. He enjoys the campers. The camp learns about the two sports, and then they play the games. He is a senior at the University School. This is his third year at Camp Nova.

INTERVIEW OF
HEATHER
EMERY

BY DINAH JEAN

Heather is in cheerleading camp. She likes how the kids work as a team. The interesting activities of this camp are challenging pyramids and jumps. She likes writing, and she writes for a newspaper.

MY FAVORITE PET

BY ANDREW ARIAS

My favorite pet is my hamster named Colt. He doesn't bite hard. He is fun to play with. Colt is brown and black with short straight hair. Colt's favorite food is salad. He also enjoys nuts and carrots.

INTERVIEW OF
ROBYN

BY SARAH COHEN

I interviewed Robyn in cheerleading camp. Robyn likes the fact that we don't have to do the same thing everyday. She enjoys her hobbies, such as, ice skating, roller blading, swimming, and collecting pogs.

INTERVIEW OF
GABRIELLE DUNN

BY REBECCA KORDA

I interviewed Gabrielle Dunn who is in the ecology/science camp. She enjoys swimming and the playground. Gabrielle likes experimenting with science, horseback riding, and collecting rocks.

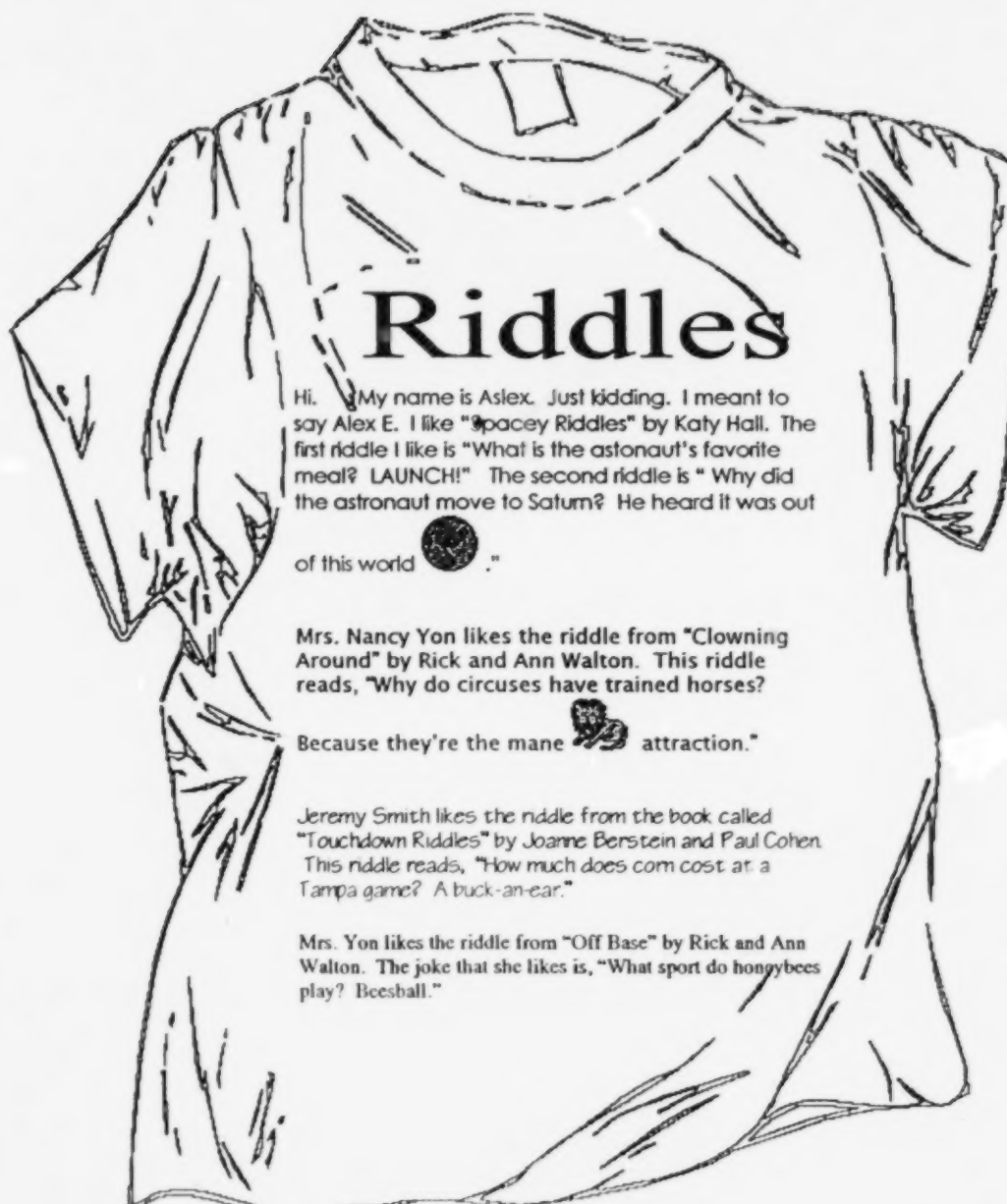
MY FAVORITE PET

BY REBECCA KORDA

My favorite pet is my hamster named David. He is fun to play with out of the cage. David eats carrots, apples, lettuce, and Cherios. He is a cute fluffly color of brown, and I love him. He tends to run away, but we always find him in the cabinets.

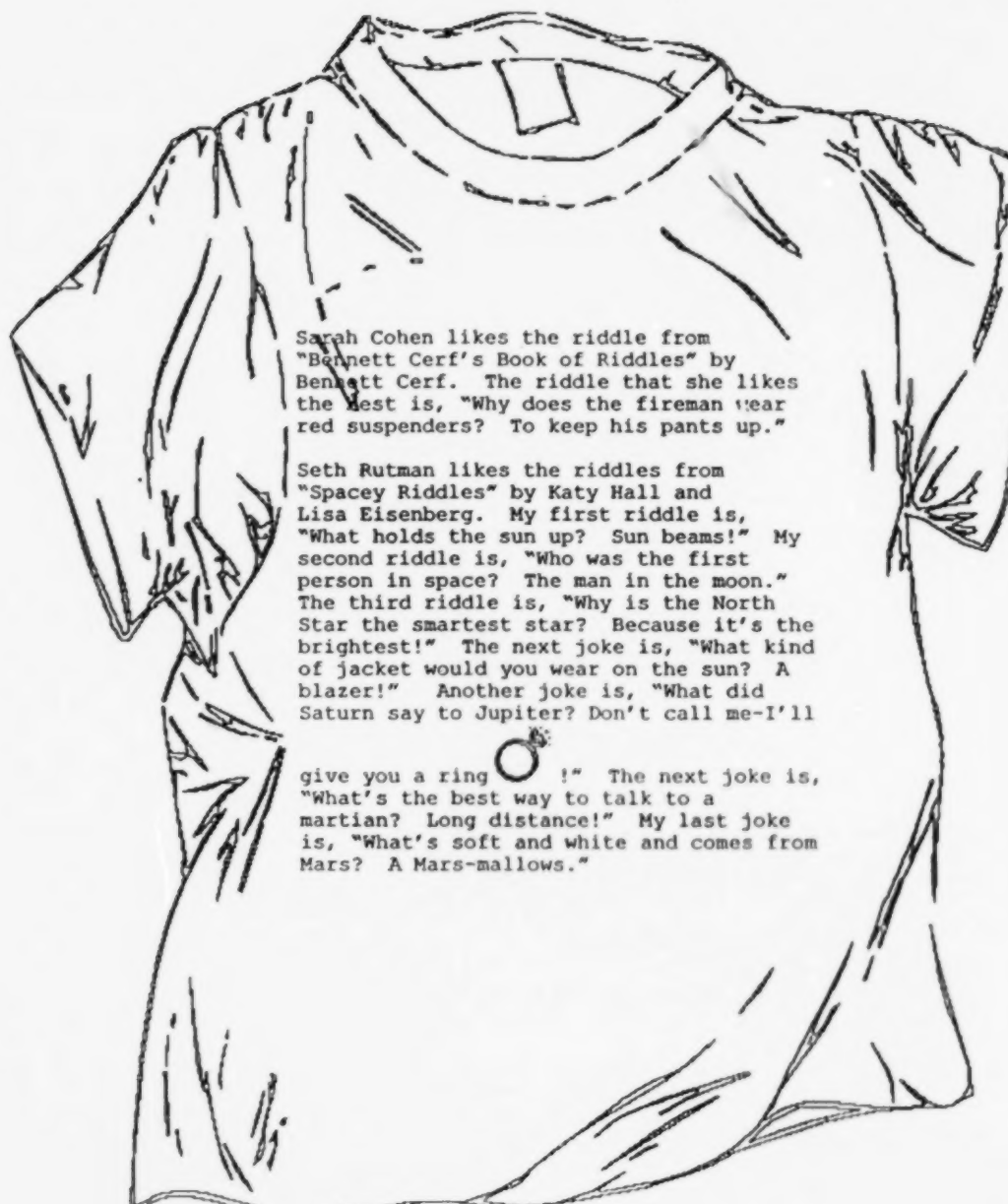
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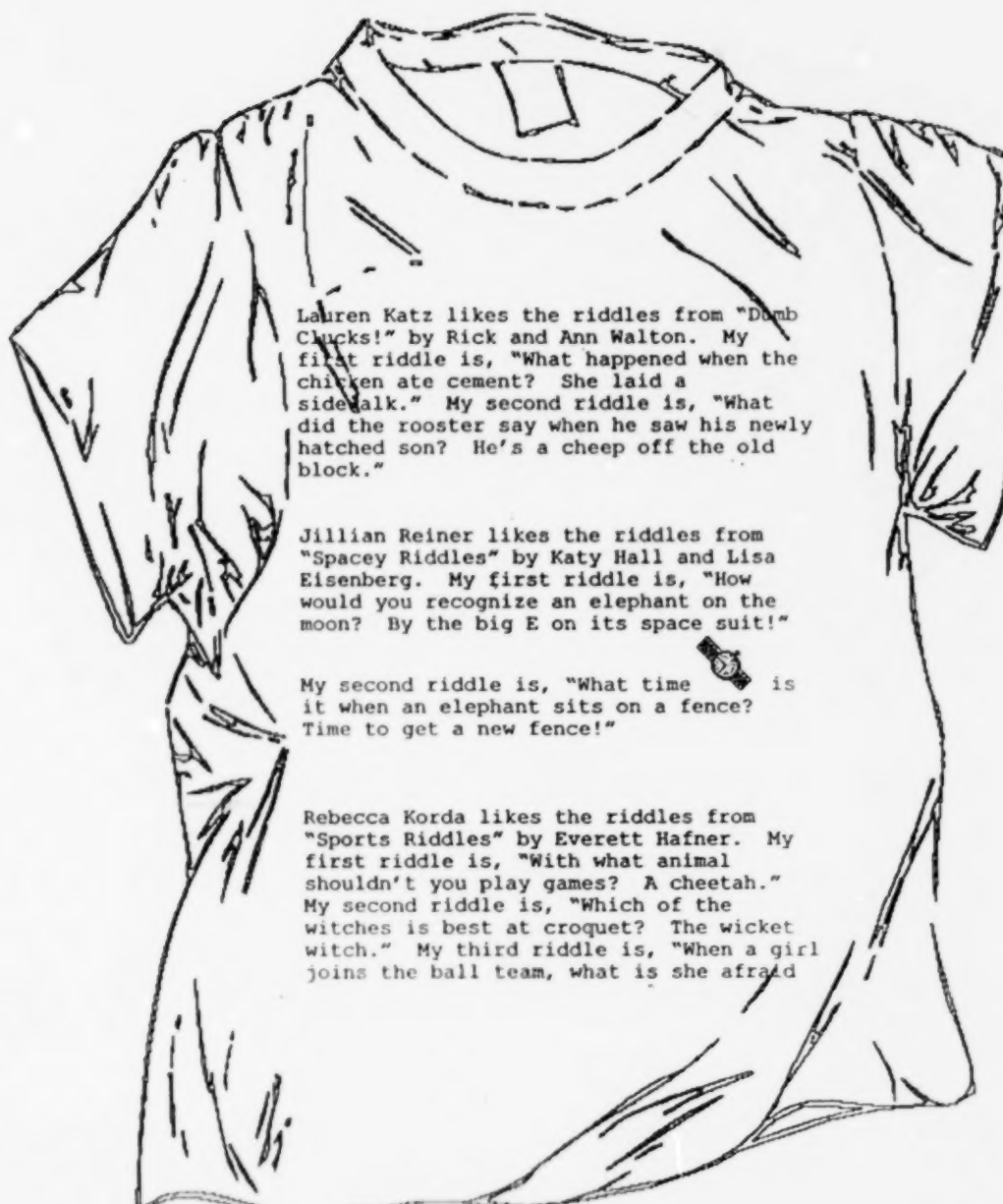
Sarah Cohen likes the riddle from "Bennett Cerf's Book of Riddles" by Bennett Cerf. The riddle that she likes the best is, "Why does the fireman wear red suspenders? To keep his pants up."

Seth Rutman likes the riddles from "Spacey Riddles" by Katy Hall and Lisa Eisenberg. My first riddle is, "What holds the sun up? Sun beams!" My second riddle is, "Who was the first person in space? The man in the moon." The third riddle is, "Why is the North Star the smartest star? Because it's the brightest!" The next joke is, "What kind of jacket would you wear on the sun? A blazer!" Another joke is, "What did Saturn say to Jupiter? Don't call me-I'll

give you a ring !" The next joke is, "What's the best way to talk to a martian? Long distance!" My last joke is, "What's soft and white and comes from Mars? A Mars-mallows."

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Lauren Katz likes the riddles from "Dumb Clucks!" by Rick and Ann Walton. My first riddle is, "What happened when the chicken ate cement? She laid a sidealk." My second riddle is, "What did the rooster say when he saw his newly hatched son? He's a cheep off the old block."

Jillian Reiner likes the riddles from "Spacey Riddles" by Katy Hall and Lisa Eisenberg. My first riddle is, "How would you recognize an elephant on the moon? By the big E on its space suit!"

My second riddle is, "What time is it when an elephant sits on a fence? Time to get a new fence!"

Rebecca Korda likes the riddles from "Sports Riddles" by Everett Hafner. My first riddle is, "With what animal shouldn't you play games? A cheetah." My second riddle is, "Which of the witches is best at croquet? The wicket witch." My third riddle is, "When a girl joins the ball team, what is she afraid

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